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ABSTRACT

Designed to assist state and local educational agencies and intermeidate educational units in developing administrative policies for the vocational education of handicapped students, the manual address present policy areas and administrative concerns. Guidelines are presented for policy development in the following nine areas (examples of subtopics in parentheses): planning and administration (cooperation with vocational rehabilitation and other agencies); identification of students (referrals); vocational assessment (vocational counseling and observation of work behavior); individualized education programs; program placement (least restrictive environment and periodic review); service delivery (coordination of services and vocational education modifications); facilities and equipment (accessibility of new construction and adaptive services); personnel (student/staff ratio and inservice training); and fiscal management. (CL)

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VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS

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A GUIDE FOR POLICY DEVELOPMENT

Sharon Davis
Project Director

Michael Ward
Project Associate

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Foreword

Today there is extensive public policy at all governmental levels mandating the appropriate education of all handicapped children. Interpretation of these mandates has led to the clear enunciation that vocational education as well as more traditional education programs must be available to handicapped students. This concept has in effect been stated in the regulations accompanying P.L. 94–142, the Education for All Handicapped Children Act of 1975. Equally important is P.L. 94–482, the Education Admendments of 1976, which calls for the expansion and strengthening of vocational education programs for handicapped students by requiring that at least 10 percent of the dollar resources provided to the states be used for this purpose. In addition, this latter Act calls for the use of these funds in ways that are consistent with the implementation of P.L. 94–142.

The provision of opportunities for the vocational education of handicapped students is relatively new to American education. Consequently, many state and local education agencies have not yet adopted clear written policies providing for the establishment of progams required by these acts. The absence of policies places educators working at these levels at a distinct disadvantage, since without policy, there is no basis for building and maintaining effective programs.

It was with recognition of the absence of policies that The Council for Exceptional Children, as part of its continuing effort to develop and disseminate appropriate policy for the education of all exceptional children, undertook the development of this administrative policy guide for the vocational education of handicapped students. The specific purpose was to make available a guide that could be used by state and local education agencies as they initiate and/or refine their policies. The project was supported by the Bureau of Occupational and Adult Education, US Office of Education, Department of Health, Education, and Welfare.

One final piece of federal legislation requires mention—Section 504 of P.L. 93–112, the Rehabilitation Act of 1973. This Act is in fact the basic civil rights provision for the handicapped and is intended to end discrimination against handicapped persons in "any program or activity receiving federal financial assistance." Among the requirements of this Act is that handicapped students be provided with a free appropriate public education. Given these mandates for total participation of handicapped persons in society, it is only logical that they should be provided with the opportunity for vocational education. Society will suffer a great loss should it create employment opportunities for handicapped persons but fail to provide educational opportunities so that they can assume those positions. It is toward the end of producing handicapped citizens who are as capable as possible of taking advantage of these opportunities that this guide is focused.

—Alan Abeson, *Principal Investigator*
Assistant Executive Director
Evaluation, Planning, and Development

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Vocational Education Policy Project Working Advisory Committee

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Shirley Babb, Business Teacher
Sauk Area Career Center
Crestwood, Illinois

Frank Bowe, Director
American Coalition of Citizens with Disabilities
Washington, D.C.

Donn Brolin, President
CEC Division on Career Development and Professor, Counseling and Personnel Services
University of Missouri
Columbia, Missouri

Wendy M. Cullar, Administrator
Program Development and Evaluation Section
Bureau of Education for Exceptional Students
State of Flordia, Department of Education
Tallahassee, Florida

Harvey C. Hirschi, President-Elect
Council of State Administrators of Vocational Rehabilitation and Administrator, Division of Rehabilitation Services
Utah State Board of Education
Salt Lake City, Utah

Richard Macer, Assistant Director
Vocational Education, Special Needs Services
Division of Vocational Education
State of Ohio, Department of Education
Columbus, Ohio

Paul Shanyfelt, President
Illinois Council for Exceptional Children and Work Study Coordinator for Secondary Programs for Handicapped
Chicago Public Schools
Chicago, Illinois

Gordon Swanson, President
American Vocational Association and Professor, Division of Agriculture Education, Department of Vocational and Technical Education
University of Minnesota
St. Paul, Minnesota

Margo Thornley
State Advisory Council for Vocational Education and Executive Director, Wiser Institute
Seattle, Washington

Contents

FOREWORD

ACKNOWLEDGMENTS
Vocational Education Policy Project Working Advisory Committee

USE OF THIS GUIDE

DEFINITION OF TERMS

PLANNING AND ADMINISTRATION
100 Objectives for Planning Vocational Education of Handicapped Students 2
101 Cooperative Planning To Meet the Needs of Handicapped Students in Vocational Education 2
102 Development of a Plan for Serving Handicapped Students 3
103 Specially Designed Vocational Education Programs for Handicapped Students 4
104 Management of Vocational Education Programing for Handicapped Students 5
105 Cooperation with Vocational Rehabilitation 5
106 Cooperation with Other Agencies and Organizations 6
107 Administrative Options To Provide Vocational Education to Handicapped Students 7
108 Contracted Services 8
109 Local Advisory Council 9
110 Program Evaluation 11

IDENTIFICATION OF STUDENTS
200 Definitions of Handicapped Students 14
201 Processes for Determining Handicapped Population 16
202 Publicizing Availability of Vocational Education for Handicapped Students 17
203 Notification to Out-of-School Handicapped Youth of Availability of Vocational Education 17
204 Referrals to Vocational Education 18
205 Referral to Vocational Rehabilitation Services 19

VOCATIONAL ASSESSMENT
300 Provision for Vocational Assessments of Handicapped Students 22
301 Components of Vocational Assessment 22
302 Options for Providing Comprehensive Vocational Assessments 23
303 Personnel To Conduct Vocational Assessment in a School-Based Setting 24
304 Vocational Counseling 25
305 Readiness for Assessment 26
306 Evaluation Standards and Procedures 36

307 Review and/or Update of Medical, Psychological, Educational, and Social Assessment Data 27
308 Use of Vocational Instruments 28
309 Use of Work Samples 29
310 Exploratory Vocational Course Tryouts 30
311 Observation of Work Behavior 31
312 Assessment Report 31

INDIVIDUALIZED EDUCATION PROGRAMS
400 Local Educational Agency Responsibility for Individualized Education Program 34
401 Planning for the Student's Individualized Education Program 35
402 Participants in the Meeting To Develop the Student's Individualized Education Program 35
403 Contents of Individualized Education Program 37

PROGRAM PLACEMENT
500 Requirements for Making the Vocational Education Placement Decision 40
501 Placement in the Least Restrictive Environment 40
502 Availability of Various Alternative Placements 41
503 Review of Eligiblity Requirements for Regular Vocational Education Programs 43
504 Admission to Regular Vocational Education Programs 43
505 Periodic Review of Program Placement 44
506 Changes in the Handicapped Student's IEP and Program Placement 45

SERVICE DELIVERY
600 Coordination of Services Delivered by Vocational Education, Special Education, and Vocational Rehabilitation 47
601 Vocational Education Program Alternatives 49
602 Career Education and Prevocational Activities 50
603 Handicapped Students in Regular Vocational Education Programs 51
604 Special Vocational Education Programs 52
605 Provision of Supportive (Related) Services 52
606 Modifications To Assist Handicapped Students in Vocational Education 54
607 Work Experience Programs 55
608 Sheltered Pre-employment Services 57
609 Credits Toward Graduation 58
610 Travel Training for Transportation to Jobs on Completion of Vocational Training 58
611 Job Placement and Followup Services 59

FACILITIES AND EQUIPMENT
700 Exclusion of Handicapped Students Because of Inaccessible Facilities Prohibited 62

701 Accessibility of New Construction 62
702 Safety Standards 63
703 Adaptive Service and Special Equipment 64

PERSONNEL
800 Provision of Adequate Staff 67
801 Student/Staff Ratio 68
802 Certification of Staff 68
803 Fair Employment Practices 69
804 Professional Development 69
805 Inservice Training 70
806 Personnel Evaluation 71
807 Position Descriptions 72

FISCAL MANAGEMENT
900 Funds for Vocational Education Programing for Handicapped Students .. 74
901 Fiscal Accountability 77

REFERENCES 79
Work Evaluation Systems 79

USE OF THIS GUIDE

What Is Its Purpose?

This guide is designed to assist state and local educational agencies and intermediate educational units in developing administrative policies for the vocational education of handicapped students. It contains general descriptions of policy areas for which the local educational agency should develop specific policies and procedures based on the local situation. Following the description of each policy area are policy development guidelines which present a variety of information to assist the local agency. The guidelines review the applicable public laws, present issues related to the policy area, outline elements of good practice, and in some instances cite references where further information can be obtained.

In addition to using this guide, educators and policymakers should refer to the specific vocational education, special education, and vocational rehabilitation statutes and guidelines for their state. Consideration must be given to local needs and state requirements before vocational education policies are adopted.

How Is It Organized?

The guide is divided into nine sections covering policies for the development and implementation of vocational education for handicapped students. Five sections present policy areas oriented toward identifying and serving handicapped students. They are: Identification of Students; Vocational Assessment; Individualized Education Programs; Program Placement; and Service Delivery.

Four sections address administrative concerns with managing the program and providing appropriate resources (staff, facilities, financial). Those sections are: Planning and Administration; Facilities and Equipment; Personnel; and Fiscal Management.

The section on planning and administration is presented first because it provides an overview of vocational education programing for handicapped students. The Table of Contents lists the policy areas covered in each section and serves as a quick reference to determine where to turn for help in developing particular policies.

Are Postsecondary and Adult Programs Included?

Policy development that meets the requirements of federal law concerning the vocational education of handicapped students in secondary programs is the focus of this guide. The specific rules governing the expenditure of federal vocational education funds for handicapped students are the regulations for the Education of the Handicapped Act, as amended by P.L. 94–142. This Act requires an individualized education program for handicapped children in certain age ranges and does not apply to persons over 21 years of age. The expenditure of federal vocational funds

for handicapped individuals in postsecondary or adult programs is governed by Section 504 of the Rehabilitation Act of 1973, P.L. 93–112, which prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance. While the policy areas discussed in this guide focus primarily on secondary vocational education, many are applicable to vocational education for out-of-school youth and adults.

Is Career Education Included?

This guide is limited to policies for vocational education, which is considered by many to be one element of career education—skill development. Career education is the totality of experiences through which one learns about and prepares for work. In order that the handicapped student benefit from vocational education, it is essential that sequential career development activities be provided throughout the school years to build the background for readiness for vocational education. The total career development of the handicapped student is the responsibility of all educational groups.

Definition of Terms

Career development. A process that is part of human growth and development, that extends throughout life, and that involves career awareness, exploration, decision-making, planning, implementation, and maintenance designed to make work, paid and unpaid, a meaningful part of an individual's total life-style.

Career education. The totality of experiences, which are designed to be free of bias and stereotyping (including bias and stereotyping on account of race, sex, age, economic status, or handicap), through which a person learns about and prepares to engage in work as part of a way of living and through which that person relates work values to other life roles and choices (such as family life).

Individualized education program. A written statement for each handicapped child developed in any meeting by (a) a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, (b) the teacher, (c) the parents or guardian of such child, and (d) whenever appropriate, such child. The statement shall include: (a) a statement of the present levels of educational performance of such child; (b) a statement of annual goals, including short term instructional objectives; (c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs; (d) the projected date for initiation and anticipated duration of such services; and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Intermediate educational unit (IEU). Any public authority, other than a local educational agency, that (a) is under the general supervision of a state educational agency, (b) is established by state law for the purpose of providing free public education on a regional basis, and (c) provides special education and related services to handicapped children within that state.

Least restrictive environment. An educational placement that is determined individually for each exceptional child, the placement being as close as possible to the regular class setting. This concept recognizes that handicapped children have a wide range of educational needs for which a variety of placements are required.

Local educational agency (LEA). A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision of a state or any other public educational institution or agency having administrative control and direction of a vocational education program. (In this guide, this term also includes intermediate educational units.)

Mainstreaming. A belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each child should be educated in the least restrictive environment in which that child's educational and related needs can be satisfactorily met. The concept of *least restrictive environment* recognizes: (a) that exceptional children have a wide range of special educational needs that vary greatly in intensity and duration; (b) that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; (c) that to the maximum extent appropriate, exceptional children should be educated with nonexceptional children; and (d) that special classes, separate schooling, or other removal of an exceptional child from education with nonexceptional children should occur only when the intensity of the child's special education and related needs are such that they cannot be satisifed in an environment including nonexceptional children, even when supplementary aids and services are provided.

Parent. The handicapped child's natural parents, guardian, or parent surrogate designated responsible for making decisions for the handicapped child.

Related services. Transportation and such developmental, corrective, and other supportive services as may be required to help a handicapped child benefit from special education. Such services may include, but are not limited to, speech pathology and audiology, psychological identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Sheltered workshop or workshop. An organization or institution conducted not for profit, but for the purpose of carrying out a recognized program of rehabilitation for handicapped workers and/or providing such individuals with remunerative employment or other occupationally rehabilitating activity of an educational or therapeutic nature.

Special education. Specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. "Special education" includes speech pathology or any other related service if that service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under state standards. Vocational education, if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, is also considered to be "special education."

Supportive services. A term used in vocational education to refer to services similar to those provided by special education under related services.

Vocational adjustment (rehabilitation). The process whereby an individual achieves the fullest use of his or her potential in a satisfying occupation.

Vocational assessment center. A centralized locale for the administration of a comprehensive program of vocational assessment, including standardized or locally developed tests (e.g., nonverbal manipulative, aptitude, interest, personality) and work and job samples.

Vocational education. Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. The nine vocational areas identified by the US Office of Education are agriculture, distributive education, health occupations education, occupational home economics, consumer and homemaking education, office occupations, technical education, trade and industrial occupations, and industrial arts.

Work activities center. A workshop or a physically separated department of a workshop having an identifiable program and separate supervision and records, planned and designed exclusively to provide therapeutic activities for handicapped workers whose physical or mental impairment is so severe as to make their productive capacity inconsequential.

Work adjustment. Structured, controlled work training by which an individual's work environment is altered so that appropriate behaviors are learned and maintained and inappropriate behaviors are extinguished.

Work experience. A school-supervised program that provides experiences in a work environment to help students, through part time employment, acquire the necessary human relations skills, work attitudes, and common knowledge required for successful employment.

Planning and Administration

100 Objectives for Planning Vocational Education of Handicapped Students

101 Cooperative Planning To Meet the Needs of Handicapped Students

102 Development of a Plan for Serving Handicapped Students

103 Specially Designed Vocational Education Programs for Handicapped Students

104 Management of Vocational Education Programing for Handicapped Students

105 Cooperation with Vocational Rehabilitation

106 Cooperation with Other Agencies and Organizations

107 Administrative Options To Provide Vocational Education to Handicapped Students

108 Contracted Services

109 Local Advisory Council

110 Program Evaluation

POLICY AREA 100

Objectives for Planning Vocational Education of Handicapped Students

Each local educational agency (LEA) should adopt objectives for vocational education of handicapped students to guide its planning for programs and services.

POLICY DEVELOPMENT GUIDELINES

Suggested Objectives

The following objectives are suggested to guide the development of a plan to provide appropriate programs and services:

- Vocational education shall be available as a discrete element on a continuum of career education experiences provided for handicapped students to enable them to learn about and prepare for work.
- Appropriate prevocational experiences shall be provided to prepare each handicapped student for placement in vocational education.
- Every handicapped student shall have the opportunity to participate in a regular or special vocational education program in order to develop job-specific skills.
- Vocational assessment shall be provided to determine the student's interests and vocational aptitudes in order to develop an appropriate individualized education program.
- Supportive (related) services shall be provided as needed to maximize a handicapped student's potential for success in a regular or specially designed vocational education program.
- Work experience options shall be available to help handicapped students bridge the gap between the school program and the world of work.
- Vocational counseling and job placement and followup services shall be provided to assist handicapped students in securing and maintaining jobs suitable to their abilities and interests.
- Appropriate work activities or sheltered employment training programs shall be provided to develop work skills for those students whose handicapping conditions are so severe as to prevent their immediate inclusion in occupational skill preparation programs.

POLICY AREA 101

Cooperative Planning To Meet the Needs of Handicapped Students in Vocational Education

The local education agency should implement cooperative efforts be-

tween agencies and units within and outside the LEA in order to ensure that appropriate vocational education is available to all handicapped students and to ensure the efficient use of resources.

POLICY DEVELOPMENT GUIDELINES

Groups To Be Involved

The following groups should be represented in the planning of vocational education for handicapped students:

- Vocational education.
- Special education.
- General education.
- Supportive (related) services.
- Vocational rehabilitation.
- Parents.
- Prospective employers.
- Local advisory council.
- Other service agencies.

POLICY AREA 102

Development of a Plan for Serving Handicapped Students

Each local educational agency should develop a cooperative, written action plan for providing vocational education for handicapped students. Such a plan should cover:

- Long term goals.
- Short term goals.
- Objectives for accomplishing goals.
- Resources necessary to accomplish goals.
- A plan for evaluation.

POLICY DEVELOPMENT GUIDELINES

Planning Procedures

Most local educational agencies are already providing vocational education for some handicapped students and therefore have established programs. Planning procedures should focus on serving handicapped students in the least restrictive environment. When analyzing present programing and assessing further needs, LEAs should:

- Identify the handicapped population and assess student needs in terms of vocational education.

- Analyze present vocational education programs and services in terms of ability to serve handicapped students.
- Decide what needs to be done to meet the needs of all handicapped students.
- Specify responsibilities of all groups that should be providing vocational education and supportive services for handicapped students.
- Seek community resources through the involvement of community agencies.

Plan for Services

Refer to the Service Delivery section of this guide for help in developing a plan. Policy Areas 600 and 601 are concerned with coordination of services and vocational education program alternatives. The remainder of the Service Delivery section examines specific services to be delivered.

POLICY AREA 103

Specially Designed Vocational Education Programs for Handicapped Students

Vocational education programs must be specially designed if necessary to enable a handicapped student to benefit fully from vocational education.

POLICY DEVELOPMENT GUIDELINES

Handicapped persons have the right to be considered for and are interested in the same range of jobs as nonhandicapped persons. Those handicapped students who are unable to succeed in regular vocational education programs with special educational assistance must have available specially designed vocational education programs to prepare them for job entry. This does not automatically mean that such students can be prepared only for unskilled occupations.

In deciding to offer a special program for handicapped students, the local educational agency should follow vocational education practice in selecting and implementing new programs. Such decisions are usually based on such factors as:

- Assessment of student needs and interests.
- Analysis of the job market in the region:
  - Employment predictions.
  - Status of the occupation (growing, stable, declining).
- Advice of local advisory council on current job needs and relevant programs to meet those needs.
- Review of vocational programs offered by other schools in the region.
- Analysis of specific needs of the program selected:
  - Cost.
  - Instructors needed.

Location of instructional space and sites.
Resources to be acquired (supplies, equipment).
Time line for conduct of program.

POLICY AREA 104

Management of Vocational Education Programing for Handicapped Students

The local educational agency should designate an individual responsible for the conduct of vocational education programing for handicapped students and specify the functions of the position in coordinating and providing services.

POLICY DEVELOPMENT GUIDELINES

Program Administrator

There are a variety of ways vocational education programing for handicapped students can be administered. Some local educational agencies appoint a special needs administrator who is responsible for both handicapped and disadvantaged students in vocational education. In smaller districts the tasks involved in administering vocational education for handicapped students are the responsibility of another administrator, such as the director of vocational education or director of special education.

It is suggested that local educational agency policies specify the qualifications needed by the person who is to fill this management role and the duties to be performed.

POLICY AREA 105

Cooperation with Vocational Rehabilitation

Each local educational agency should establish working cooperative relationships with the nearest office of the state vocational rehabilitation agency consistent with statewide cooperative agreements. Those relationships should include coordination of individualized education programs for students who need or are expected to need vocational rehabilitation services; consultation in areas affecting vocational development and placement of handicapped students; and procedures for referral of students to vocational rehabilitation agencies.

POLICY DEVELOPMENT GUIDELINES

State policy concerning vocational rehabilitation services may vary. In some communities, vocational rehabilitation counselors may be physically located in the

schools; in others they may routinely visit school personnel. Some states provide certain vocational rehabilitation services to students as early as age 14, while others usually defer vocational rehabilitation services until age 16.

Collaboration Between Education and Vocational Rehabilitation Agencies

A joint memorandum from the Commissioners of Education and Rehabilitation Services, Department of Health, Education, and Welfare, was issued to states on October 17, 1977, urging that plans for cooperation between education and vocational rehabilitation be developed. The following information, adapted from that memorandum, should guide LEAs in developing their own policies and procedures:

> Education agencies are responsible for providing educational and related services for each handicapped individual for as long as federal or state law mandates. At the earliest time a student is identified as potentially eligible for VR services, education and VR agencies should work together to determine what, and how, services are to be provided.
>
> Individualized Written Rehabilitation Programs (IWRP), which are required for VR clients, and Individualized Education Programs (IEP), which are required for special and vocational education students, are similar in purpose and approach. Coordinating the preparation and execution of individual plans offers an excellent focus for coordinating the delivery of individual services. The plans can:
>
> - Provide a means for determining the need for, and specifying, joint delivery of services.
> - Provide a means for ensuring a smooth transition for a handicapped individual from a school system to a VR agency so that a continuum of service is provided.
> - Provide a means for early consultation and joint planning with the individual and his or her family.
>
> Education and VR agencies are also encouraged to engage in a wide range of other cooperative endeavors, such as:
>
> - Consultation on development of state plans.
> - Personnel preparation and development.
> - Consultation and technical assistance on curriculum and program planning in adapting to meet the requirements of new legislation.
> - Joint operation of special programs designed to merge educational and VR approaches to services to ease a handicapped student's entry into the world of work.
> - Joint work study programs.

POLICY AREA 106

Cooperation with Other Agencies and Organizations

The local educational agency should seek to establish cooperative relationships with other agencies and organizations in the community that may be able to provide technical and financial resources to enable handicapped students to receive appropriate vocational education.

POLICY DEVELOPMENT GUIDELINES

A listing of agencies that may be able to provide assistance can be found in *Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968* (Kay, Kemp, & Saunders, 1973). The agencies and organizations are grouped as follows:

- Federal agencies (state and local offices).
- Local community (public and private).
- Institutions for the neglected and delinquent.
- Business/industrial community.
- Special interest groups.
- State agencies (local offices).
- Private nonprofit organizations.
- Citizens organizations.

POLICY AREA 107

Administrative Options To Provide Vocational Education to Handicapped Students

The local educational agency should explore and specify the options available for providing appropriate vocational education programs and/or services for handicapped students. These options may include, but are not limited to, the following:

- Direct services by the local educational agency.
- Collaborative agreements with other public educational agencies to provide vocational education.
- Agreements or contracts with private schools, agencies, or institutions to purchase services.
- Agreements or contracts with public agencies (other than schools) to secure services.
- Agreements or contracts with local employers to provide on-the-job training.

POLICY DEVELOPMENT GUIDELINES

Direct service is the most desirable option. This includes the provision of vocational education in the comprehensive high school and in the area vocational school that serves the local district.

For a more detailed description of various types of organizational patterns that may be used to meet the educational needs of handicapped students, refer to the *Special Education Administration Policies Manual* (Torres, 1977).

POLICY AREA 108

Contracted Services

The local educational agency should establish policies concerning the use of contracted vocational education programs and services, including, but not limited to:

- Determination of need for contracted services.
- Preparation of a written agreement.
- Responsibility for ensuring that services are delivered as specified.

POLICY DEVELOPMENT GUIDELINES

Determination of Need

When determining the need to purchase a vocational education program or service, the LEA should make certain:

- It is based on the student's IEP.
- It is the most appropriate setting for the student.
- The quality of the staff and program for contracted services meets the standards of the LEA.
- It is more cost-effective to purchase services because:
  There are few students with a particular handicapping condition requiring a specialized service.
  The LEA does not presently have the personnel or resources to provide the needed program or service.

Written Agreement

When a contractual arrangement is made, a written agreement should be prepared. That agreement should include, at the very least, the following components:

- Educational agency purchasing service.
- Specification of services to be contracted.
- Assurance that goals and objectives of the IEP will be met.
- Duration of contract.
- Name of agency providing services.
- Evaluation component of services provided.
- Designation of financial responsibilities.
- Signatures of contractual parties.

Responsibility for Services

The responsibility for ensuring that vocational education programs and services provided handicapped students through contractual arrangements are delivered as spec-

ified in the students' individualized education programs remains with the local educational agency (and the state educational agency) (P.L. 94–142).

POLICY AREA 109

Local Advisory Council

Each local educational agency that receives federal assistance under the Vocational Education Act, as revised by P.L. 94–482, is required to establish a local advisory council on vocational education. The local advisory council may be established for program areas, schools, the community, or the region in which the LEA is located. Policies and procedures should be developed that specify:

- Composition of the local advisory council.
- Selection and appointment of members.
- Duties of the local advisory council.
- Person from LEA responsible for coordination of local advisory council activities.
- Terms of office.
- Person to whom the advisory council reports.
- Procedures by which concerns of handicapped individuals will receive appropriate representation and attention.

POLICY DEVELOPMENT GUIDELINES

Requirements of P.L. 94–482 Relating to Advisory Councils

Composition: The local advisory council shall be composed of representatives of the general public, including at least a representative of business, industry, and labor. In addition, it shall have an appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the area served by the LEA.

Duties: The local advisory council shall advise the local educational agency on current job needs and the relevance of programs (courses) being offered by the local educational agency in meeting current job needs. It shall also consult with the local educational agency in developing its application to the state board.

Addressing Concerns of Vocational Education for Handicapped Persons

Composition: In addition to representatives required by law, the local educational agency should ensure that persons having a special interest in vocational programing for handicapped students are included on the local advisory council. These representatives may be:

- Employed handicapped adults.
- Parents of handicapped students.

- Employers of handicapped individuals.
- Handicapped program enrollees or recent graduates.
- Representatives of rehabilitation agencies.
- Representatives of advocacy groups for handicapped individuals.
- Teachers or administrators involved in vocational programing for handicapped students.

Duties: In addition to performing duties required by law, the local advisory council can assist the local educational agency with vocational education programing improvements for handicapped students in the following ways:

- Develop and maintain appropriate community relations, including community acceptance of all aspects of vocational education programing for handicapped students.
- Suggest and support needed local, state, and national action to assure adequate programs for handicapped students.
- Inform program staff of the specific concerns of handicapped individuals and their advocates.
- Inform program staff of new developments in vocational rehabilitation, including:
  Changes in the labor market that may affect employment of handicapped individuals.
  New developments in vocational assessment, counseling techniques, or curriculum design.
  Changes in governmental policies on local, state, and national levels that may affect handicapped individuals.
  New developments in adaptive equipment/devices that can assist handicapped individuals in achieving daily living skills and vocational competencies.
- Suggest ways for improving dissemination of program information.
- Speak on behalf of community leaders in suggesting new or modified curricula.
- Conduct community surveys.
- Provide instructional help through resource speakers and opportunities information.
- Establish standards for planning vocational facilities and for selecting equipment and instructional materials.
- Assist in determining criteria for evaluating student performance in various aspects of program.
- Help develop secondary work experience and/or cooperative vocational education programs for handicapped students.
- Assist in finding placement opportunities for students.
- Assist in long term program planning/evaluation.
- Provide accountability data for services provided, including placement and followup services.
- Review, approve, and support proposals for state and federal funding.
- Suggest new programs and support the administration in presentations to school board.

POLICY AREA 110

110 Program Evaluation

The local educational agency should establish policies for conducting an annual (or more frequent) evaluation of vocational education programing for handicapped students. The purposes of the evaluation are to assess the effectiveness of programs and services and to provide information needed for revisions in order to serve handicapped students more effectively. An evaluation plan that specifies the following should be developed:

- Questions to be answered concerning program effectiveness (based on program goals).
- Data required to provide answers to questions.
- Methods of obtaining data.
- Person(s) responsible for conducting the evaluation.
- Criteria for determining success.
- Presentation of findings.

POLICY DEVELOPMENT GUIDELINES

P.L. 94–482 requires that the state be responsible during the 5 year period of the state plan for evaluating in quantitative terms the effectiveness of each formally organized program or project supported by federal, state, and local funds. A specific requirement is the evaluation of vocational education provided for handicapped persons. In developing an evaluation plan, the local educational agency should consider the federal criteria for evaluating programs but should not be limited by these criteria. The plan should address the needs for evaluation that are of concern locally.

Evaluation Requirements of P.L. 94–482

The regulations of P.L. 94–482 specify that program evaluations shall be in terms of:

Effectiveness of planning and operational processes, such as:

- Quality and availability of instructional offerings.
- Guidance, counseling, and placement and followup services.
- Capacity and conditions of facilities and equipment.
- Employer participation in cooperative programs of vocational education.
- Teacher/pupil ratios.
- Teacher qualifications.

Results of student achievement as measured, for example, by:

- Standard occupational proficiency measures.
- Criterion referenced tests.

- Other examinations of students' skills, knowledge, attitudes, and readiness for entering employment.

Results of student employment success as measured, for example, by:

- Rates of employment and unemployment.
- Wage rates.
- Duration of employment.
- Employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education.
- Assessment of employee satisfaction with the job (not required by P.L. 94–482).

Use of Findings

Information obtained during the evaluation should be used to compare program performance and outcomes with program intent in order to identify areas that should be changed or terminated. The findings may serve to determine alterations in program design, changes in program operation, or termination of program components.

Identification of Students

200 Definitions of Handicapped Students

201 Processes for Determining Handicapped Population

202 Publicizing Availability of Vocational Education for Handicapped Students

203 Notification to Out-of-School Handicapped Youth of Availability of Vocational Education

204 Referrals to Vocational Education

205 Referral to Vocational Rehabilitation Services

POLICY AREA 200

Definitions of Handicapped Students

The local educational agency should have written definitions concerning which students are eligible for special education and related services.

200.1 Definitions should be adopted that are consistent with state and federal statutes and regulations.

POLICY DEVELOPMENT GUIDELINES

In developing a definitions policy, the following questions should be considered:

- What definitions are presently being used by the local educational agency? Are they in writing?
- What definitions has the state educational agency adopted?
- Do current local educational agency definitions meet state requirements?
- Do local educational agency definitions meet federal requirements?

Definitions implementing federal statutes are presented here as a guide for policy development. It should be noted that the definition contained in P.L. 93–112, Section 504, is an access definition defining a broader population of handicapped persons. There may be persons covered by Section 504 regulations who are not covered under P.L. 94–482 and P.L. 94–142. These two laws limit the handicapped population to students who need special education. In addition, P.L. 94–482 specifies that those students who are identified as requiring special education must be unable to succeed in the regular vocational education program without special educational assistance or must require a modified program. Thus, a student who is receiving special education but can function in a regular vocational education program without specially designed instruction is not considered handicapped in terms of vocational education.

The definition of *special education* (refer to Definition of Terms) is particularly important since a student is not handicapped unless he or she needs special education. The definition of *related services* (see Definition of Terms) also depends on this definition, since a related service must be necessary for a student to benefit from special education. Therefore, if a student does not need special education, there can be no *related services*, and the student is not considered handicapped under P.L. 94–142.

The definitions that follow are from the *Federal Register* (May 4, 1977; August 23, 1977; October 3, 1977).

P.L. 94–482 Definition

"Handicapped" means a person who is mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically impaired; or other health impaired person, or persons with specific learning disabilities; and who by reason of the above:

- Requires special education and related services, and
- Cannot succeed in the regular vocational education program without special educational assistance; or
- Requires a modified vocational education program.

P.L. 94–142 Definition

"Handicapped children" means those children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or as having specific learning disabilities, who because of those impairments need special education and related services. The terms used in this definition are defined as follows:

- "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.
- "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
- "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.
- "Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.
- "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which caused such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.
- "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.) impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).
- "Other health impaired" means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.
- "Seriously emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

An inability to learn which cannot be explained by intellectual, sensory, or health factors;
An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
Inappropriate types of behavior or feelings under normal circumstances;
A general pervasive mood of unhappiness or depression; or
A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

- "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.
- "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.
- "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

P.L. 93–112, Section 504 Definition

"Handicapped person" means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

- "Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

POLICY AREA 201

Processes for Determining Handicapped Population

Procedures should be established to ensure that all handicapped children within the jurisdiction of the local educational agency are identified, located, and evaluated, including children in all public and private agencies and institutions.

POLICY DEVELOPMENT GUIDELINES

The special education administration is responsible for the implementation of policies and procedures for determining the handicapped population in need of special education and related services. Once this population is identified, these students are eligible for appropriate vocational education. (This does not mean that every handicapped student is placed in a vocational education program. The need for vocational education and the appropriate vocational education placement will be determined at a meeting to plan the student's individualized education program.) For assistance in developing policies concerning Child-Find, screening procedures, record keeping, referrals, and evaluation for special education, the local educational agency should refer to the *Special Education Administrative Policies Manual* (Torres, 1977).

POLICY AREA 202

Publicizing Availability of Vocational Education for Handicapped Students

Procedures should be adopted to ensure that handicapped students, their parents, and education personnel are aware that vocational programs and services are available for all students.

POLICY DEVELOPMENT GUIDELINES

Handicapped students, parents, teachers, guidance counselors, and others who work with handicapped students need to be aware that vocational education is available for these students.

Publicizing availability of vocational education programs and services can be accomplished in a variety of ways:

- Preparation of printed materials to be sent home with students and distributed to advocacy groups and other agencies concerned with the education of handicapped individuals.
- Presentations at meetings attended by parents of handicapped students.
- Presentations at faculty meetings or inservice training sessions.
- Integration of information about careers and vocational skill preparation programs into the curriculum at early ages.

POLICY AREA 203

Notification to Out-of-School Handicapped Youth of Availability of Vocational Education

Procedures should be established for identifying, locating, and advising out-of-school handicapped youth (above compulsory attendance age) of

all vocational education program options available to them in the school system.

POLICY DEVELOPMENT GUIDELINES

Although school attendance by youth above compulsory attendance age through age 21 is voluntary, this age group has a high rate of unemployment and could benefit greatly from vocational education. It should be noted that P.L. 94–482 provides for vocational and special educational services to eligible out-of-school youth and adults who do not need to be enrolled in the full school program. Post-high-school programs for adults are offered in many area vocational education schools.

Procedures the local educational agency may adopt to reach out-of-school handicapped youth include, but are not limited to:

- Use of mass media periodically (at least once a year) to communicate information about vocational education programs available for out-of-school handicapped persons.
- Establishment of cooperative relationships with all agencies serving handicapped persons in the community to make known the existence of vocational education programs.
- Coordination with vocational rehabilitation in promoting vocational education programs.
- Provision of information to advocacy organizations for handicapped persons so they can publicize vocational education programs.

P.L. 93–112, Section 504, Requirement

Vocational educators should be aware that Section 504 requires secondary schools annually to identify and locate every handicapped person in their district who is not getting a public education and to notify those persons of the school's obligation to provide services to them. If schools are to serve those persons, vocational education should be available.

POLICY AREA 204

Referrals to Vocational Education

Procedures should be adopted for processing referrals of handicapped students for vocational education from any public or private source. These should include, but are not limited to:

- Designation of individual(s) responsible for receiving and processing referrals.
- Adoption of a standard form for recording basic information regarding referral and final action.

- A procedure for providing a vocational assessment of each student who is referred.
- Procedures for following up recommendations for action resulting from vocational assessment.

POLICY DEVELOPMENT GUIDELINES

Referrals of handicapped students for vocational education may come from parents, school staff, personnel from public and private agencies and organizations serving handicapped individuals, and from students themselves. The most likely referral for vocational education is from the participants at the meeting to plan the student's individualized education program (IEP). Appropriate practice dictates that the student's career development and possible participation in vocational education be considered during the IEP meeting(s). No matter what the source of referral, the adoption of standard procedures will facilitate the processing and ensure that all referrals receive consistent treatment.

POLICY AREA 205

Referral to Vocational Rehabilitation Services

Procedures should be established for referring students to state vocational rehabilitation agencies to determine their eligibility for rehabilitation services. Such procedures should, at a minimum:

- Establish criteria for eligibility.
- Specify age when referral will be made.
- Specify what information the educational agency will provide.

205.1 All referrals to vocational rehabilitation should be reviewed jointly by the educational and rehabilitation agencies to determine the individual's need for services and the means by which those services are to be provided.

POLICY DEVELOPMENT GUIDELINES

Policies for identifying and referring students to vocational rehabilitation should be developed cooperatively by vocational education, special education, and vocational rehabilitation.

Eligibility for vocational rehabilitation services is generally based on:

- The presence of a physical or mental disability.
- The existence of a substantial handicap to employment.
- A reasonable expectation that vocational rehabilitation services would lead to gainful employment.

Local policy may establish specific eligibility criteria and whether or not school-aged handicapped individuals are served by rehabilitation agencies. (Services that may be provided by vocational rehabilitation are cited in the Service Delivery Section, Policy Area 600.)

Vocational Assessment

300 Provision for Vocational Assessments of Handicapped Students

301 Components of Vocational Assessment

302 Options for Providing Comprehensive Vocational Assessments

303 Personnel To Conduct Vocational Assessment in a School-Based Setting

304 Vocational Counseling

305 Readiness for Assessment

306 Evaluation Standards and Procedures

307 Review and/or Update of Medical, Psychological, Educational, and Social Assessment Data

308 Use of Vocational Instruments

309 Use of Work Samples

310 Exploratory Vocational Course Tryouts

311 Observation of Work Behavior

312 Assessment Report

POLICY AREA 300

Provision for Vocational Assessments of Handicapped Students

The educational agency should establish policies for providing a vocational assessment for each handicapped student. Such policies should, at a minimum, cover:

- Procedures for determining handicapped students' readiness for vocational assessment and for providing appropriate training to remedy deficiencies in readiness.
- Provision of a variety of assessment components.
- Arrangements for establishing school-based assessment sites or for contracting with other agencies for vocational assessments of handicapped students.
- Determination of the qualified personnel needed to conduct assessments.
- Provisions for adopting assessment components as needed to meet the unique needs of a handicapped individual.

POLICY DEVELOPMENT GUIDELINES

Vocational assessment is the process whereby students gain insight into their vocational potential—their abilities, interests, and the work environment best suited to them. It is a continous process in the public school, with some aspects of assessment taking place in the elementary grades. Students' abilities and vocational potential should be reevaluated frequently as they progress through the various stages of vocational preparation. When a student is ready to be involved actively in the vocational assessment process and to make a tentative career choice, a comprehensive vocational assessment should be provided. This means that assessment should include as many of the components suggested in Policy Area 301 as are appropriate for that student. An assessment report should be developed to be used in planning the specially designed vocational education portion of the student's individualized education program.

Vocational assessment must be performed by persons qualified by training and experience for this function. When such personnel are not available within the educational system, arrangements to provide this service should be made with other agencies/organizations or qualified individuals.

POLICY AREA 301

Components of Vocational Assessment

The vocational assessment of each handicapped student should include as many of the following components as appropriate for that student:

- Review and/or update of medical, psychological, educational, and social assessment data obtained during the student's special education evaluation.
- Administration of selected standardized or locally developed diagnostic instruments to assess vocational aptitudes and interests.
- Use of work samples to evaluate potential for developing vocational skills.
- Observation and assessment of work behavior.
- Evaluation in exploratory shops that provide hands-on activities representative of the nine occupational areas in vocational education identified by USOE.
- Individual counseling to determine the student's interests and potential career goals.

POLICY DEVELOPMENT GUIDELINES

P.L. 94–142 requires that several factors, rather than a single criterion, be used to determine an appropriate educational program for a student. This same requirement should be applied to vocational assessment used to determine appropriate vocational education for a student. It should also be noted that any of the above components may need to be adapted to meet the unique needs of a particular handicapped student.

POLICY AREA 302

Options for Providing Comprehensive Vocational Assessments

The local educational agency should provide for vocational assessments of handicapped students by establishing site(s) for school-based vocational assessment or by arranging for assessment with other agencies.

POLICY DEVELOPMENT GUIDELINES

School-Based Vocational Assessment

School-based vocational assessments may be provided in a variety of places:

- Assessment centers may be established in the comprehensive high school, the area vocational center, or a school serving handicapped students from one or more local educational agencies.
- A mobile unit may be equipped for vocational assessment.
- The regular school guidance counselor's facilities may be used for some components of the assessment.

Assessment in a Private/Public Rehabilitation Center

Most school districts can provide for the vocational assessment of handicapped students through interagency cooperation with a private or public rehabilitation center. The local educational agency sends students to this facility on the basis of a written agreement. Among the cooperative arrangements that should be specified in the written agreement are:

- School staff designated as liaison between students/center/school.
- Assessment services to be provided.
- Duration of assessment.
- Questions to be answered by assessment report.
- Designation of financial responsibilities.
- Agency responsible for transportation.

POLICY AREA 303

Personnel To Conduct Vocational Assessment in a School-Based Setting

Sufficient qualified vocational education, special education, and supportive services staff should be provided to conduct and/or assist in the vocational assessment of handicapped students.

POLICY DEVELOPMENT GUIDELINES

The size and professional qualifications of the staff and the conditions of their employment (full time or on a consultant basis) depend on the number of handicapped students requiring a vocational assessment and the special needs of those students.

Required staff should include an individual who is expert in vocational evaluation and who is responsible for providing and/or coordinating the components of the vocational assessment of handicapped students. The specific functions of this individual will be determined by the vocational assessment needs related to a school-based setting. This person, who may also act as a vocational counselor, is called the vocational evaluator/counselor in some LEAs.

Other personnel may be needed full time or occasionally (depending on the number and needs of the students served) to assist in the vocational assessment process. Those serving on a consultant basis need not be located at the vocational assessment site. Among the other personnel that may be needed are:

- Evaluator aide.
- Occupational therapist.
- Teachers of special education, vocational education, industrial arts, and home economics.
- Psychologist.

- Vocational adjustment counselor.
- Social worker.
- Physician.
- Interpreter for deaf student.
- Reader for blind student.
- Attendant for physically handicapped student.
- Mobility and orientation specialist.
- Vocational resource instructor.
- Physical therapist.
- Rehabilitation counselor.

POLICY AREA 304

Vocational Counseling

The local educational agency should establish policies for providing vocational counseling services for handicapped students as part of vocational assessment.

POLICY DEVELOPMENT GUIDELINES

Vocational counseling provides assistance to students in their selection of career goals. Such counseling should take place prior to the students' involvement in vocational assessment and again after assessment activities have been completed.

The Background Interview

The vocational counselor should conduct a background interview with the student prior to assessment to:

- Ascertain the student's interests and tentative career goals.
- Obtain specific biographical data pertaining to medical, social, psychological, educational, economic, and vocational factors.
- Determine readiness for assessment.
- Develop an assessment plan based on the individual student's interests and potential.

Followup Counseling

After the vocational assessment has been completed, another counseling session should be held with the student to review the results of the assessment and to assist the student in developing tentative plans for participation in vocational skill preparation based on his or her interests and aptitudes.

POLICY AREA 305

Readiness for Assessment

The local educational agency should establish policies to provide services to handicapped students to develop readiness for vocational assessment. These should cover, but are not limited to:

- Establishing criteria for readiness.
- Providing training and practice for assessment when appropriate.
- Remediating deficiencies discovered during assessment.
- Repeating assessment when appropriate.

POLICY DEVELOPMENT GUIDELINES

A handicapped student's lack of appropriate behaviors associated with personal and social development may result in an inability to perform well on vocational assessment tasks. With proper training, special services, or treatment, any deficiencies may be remediated and a more reliable vocational assessment obtained.

POLICY AREA 306

Evaluation Standards and Procedures

The local educational agency should establish standards and procedures for evaluating handicapped students for vocational education:

306.1 Testing and evaluation materials and procedures used for the purposes of vocational assessment of handicapped students should be selected and administered so as not to be racially or culturally discriminatory or discriminatory on the basis of handicap or sex.

306.2 Tests and other evaluation materials should be provided and administered in the student's native language or other mode of communication, unless it is clearly not feasible to do so.

306.3 Tests and other evaluation materials should have been validated for the specific purpose for which they are used and should be administered by trained personnel in conformance with the instructions provided by their producer.

306.4 Tests should be selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure rather than the student's impaired sensory, manual, or speaking skills (except when those skills are the factors the test purports to measure).

POLICY DEVELOPMENT GUIDELINES

Local educational agencies are required by P.L. 93–112, Section 504, and P.L. 94–142 to establish standards and procedures for evaluating handicapped students who need or are believed to need special education or related services. Evaluation must take place prior to action on initial placement in a regular or special education program and prior to any subsequent change in placement. Most of these standards and procedures also apply to the vocational assessment of handicapped students when such assessment is used to determine an appropriate vocational placement.

POLICY AREA 307

Review and/or Update of Medical, Psychological, Educational, and Social Assessment Data

Existing records maintained for each handicapped student should be reviewed to obtain information that contributes to vocational assessment. Procedures should be established that cover, but are not limited to:

- Specification of types of information needed for vocational assessment.
- Identification of sources of existing information.
- Procedures for obtaining current information not available from existing records.

POLICY DEVELOPMENT GUIDELINES

Medical data should be reviewed to determine existing medical conditions and prescribed treatments. A physical capacities appraisal report which evaluates the effect the student's physical limitations may have on potential occupational choices should be prepared by an occupational therapist.

Psychological data should be reviewed to help determine vocational readiness and interests. This information may include the inventory of sensory, motor, language, perceptual, attentional, cognitive, affective, attitudinal, self image, interpersonal, behavioral, interest, and vocational factors.

Educational progress and level of academic achievement should be reviewed to determine adjustments needed in instructional methods and materials and remedial instruction needed in order to succeed in a particular vocational education course. This information can be obtained from school records and interviews with teachers and guidance counselors.

Social and behavioral assessment data should be reviewed to determine the student's social maturity, appropriateness of behavior, ability to get along with peers and adults, and motivation to achieve. The display of appropriate behaviors associated with personal and social development is an indication of readiness for vocational assessment. When available, work experience records, job progress reports, and observations of work attitude and behavior should be part of the review.

Confidentiality of Records

Local educational agencies must adhere to procedures that ensure the confidentiality of information and guarantee the student's right to privacy. (Refer to the *Special Education Administrative Policies Manual* (Torres, 1977) or the regulations for P.L. 93–380 regarding the "Privacy Rights of Parents and Students.")

POLICY AREA 308

Use of Vocational Instruments

Local guidelines should be established governing the use of various types of vocational instruments designed to assess career interests and values, manual dexterity, motor coordination, and levels of functioning.

POLICY DEVELOPMENT GUIDELINES

Selection of Standardized Instruments

Careful consideration should be given to the selection of standardized vocational instruments for use with handicapped students. They must be valid for the purposes intended and reliable for use with students with particular handicaps.

Selection of standardized vocational instruments and tests should be guided by, but not limited to, the following considerations:

- Student's probable motivation and ability to achieve on the particular test.
- Relevance of task to actual employment situations.
- Likelihood of obtaining reliable measurements from a single performance.
- Usefulness of comparison of scores with general population norms.
- Adaptability for use with handicapped students.
- Validity for students with particular handicapping conditions.
- Value of criterion referenced rather than norm referenced instrument.

Alternatives To Using Standardized Instruments

As alternatives to the use of standardized tests, other procedures should be developed for inclusion in a student's vocational assessment. These procedures include, but are not limited to:

- Developing instruments locally.
- Revising published instruments and adapting to local needs.
- Individualizing the administration of standardized vocational instruments and interpreting results on the basis of local criteria and knowledge of the handicapped individual.
- Assessing through performance observation, teacher report, parental judgment, anecdotal records, and so on.

POLICY AREA 309

Use of Work Samples

Local guidelines should be established to govern the use of work samples to assess a handicapped student's work potential. Guidelines should cover selection, acquisition, and administration of work samples.

POLICY DEVELOPMENT GUIDELINES

Work samples are tasks or activities that simulate a specific job and are used to assess skills, aptitudes, and abilities similar to those required in competitive employment situations.

Selection

Selection of work samples should be guided by, but not limited to, the following considerations:

- Appropriateness for subject population (various handicapped conditions represented among potential evaluees).
- Graduated in difficulty from very simple structured operations to more difficult activities involving symbolic reasoning and abstract conceptualization.
- Range from gross motor control to fine finger dexterity.
- Appropriateness for courses and training areas offered in local program.
- Appropriateness to employment opportunities in local community.
- Sufficient variety to determine an individual student's interests.

Sources

Work samples to meet the assessment needs of all handicapped students can be acquired in several ways.

- Validated commercial work evaluation systems can be purchased. These consist of work samples of varying degrees of complexity representing a large range of occupational areas.
- Samples that have been developed by rehabilitation centers can be acquired.
- Work samples can be developed locally to supplement commercial systems.

Guidelines for Administration

Guidelines for administering work samples should be based on the individual needs of handicapped students. They should include, but not be limited to, the following:

- Provision of individualized work sample battery for each student.
- Use of instructions that minimize reliance on reading skills or do not require reading to complete the task.

- Consideration of student's performance on work samples in relation to local criteria.
- Opportunity for the student to train for the work samples and to retake them as necessary to increase success.

Note: Refer to the bibliography for an annotated list of commerical work evaluation systems.

POLICY AREA 310

Exploratory Vocational Course Tryouts

Guidelines should be established for placing handicapped students in selected vocational training areas for hands-on tryouts to assist in assessing interest and aptitude for different programs.

POLICY DEVELOPMENT GUIDELINES

The tryout in one or more vocational training areas should be based on information gathered during the vocational assessment. When most aspects of the assessment are complete, the vocational evaluator/counselor should assist the student in selecting a trial area(s).

Alternative Ways to Provide Tryouts

An exploratory vocational course tryout can be accomplished in several ways:

- Placement in a regular vocational education course at a point at which the student can participate satisfactorily (such as when an introductory or less complex instructional module is being taught).
- Placement in the regular course with small group instruction.
- A special course for handicapped students which includes exploratory vocational shop activities representative of the nine occupational areas of vocational education.
- Individualized programed instruction (self contained vocational exploration package) that replicates actual job requirements.
- Special residential career exploration program (available in some communities).

The length of placement in a selected area should be based on the student's performance on the specific tryout. At the end of the student's successive vocational explorations, the results should become part of the total vocational assessment data.

Benefits of Vocational Tryouts

Through the process of vocational exploration, the student becomes more aware of the vocabulary and training requirements of a particular occupational field and can

determine more realistically whether he or she has the aptitude and interest for participation in a particular preparation program.

The exploratory program is also of value to vocational instructors, for it provides them with experience in working with handicapped individuals.

POLICY AREA 311

Observation of Work Behavior

Vocational assessment of handicapped students should include the observation of work behavior during the vocational assessment period and real or simulated work experience situation.

311.1 Program staff should identify specific behaviors to be observed and decide on the type of instrument to be used to record such behaviors.

POLICY DEVELOPMENT GUIDELINES

Various vocational behavior rating scales and checklists are available for rating appropriateness of behaviors. Some may be obtained from the Materials Development Center (University of Wisconsin-Stout).

Specific behaviors that should be observed may include, but are not limited to:

- Attention span and work tolerance.
- Grooming.
- Maturity.
- Neatness.
- Punctuality.
- Reaction to frustration and stress.
- Need of supervision.
- Emotional stability.
- Self confidence.

POLICY AREA 312

Assessment Report

After a student's vocational assessment is completed, the vocational evaluator/counselor should prepare a report that reflects the state of the student's vocational aptitudes, interests, assets, limitations, and special

needs for vocational placement. The report should include, but not be limited to:

- Readiness skills for assessment.
- Specific traits assessed (behavioral, aptitude).
- Results of the various components of assessment.
  - Test results.
  - Work sample results.
  - Production records from workshop or prevocational activities.
  - Results of exploratory course tryouts.
  - Results of vocational counseling.
- Specific problems in various areas of assessment.
- Major assets.
- Determination of potential for vocational training and placement.
- Supportive needs required to achieve vocational success (medical help, psychological counseling, social skill development, academic remediation).
- Physical modifications of equipment and facilities that are needed in the vocational training area selected.
- Recommendations for followup services.
- Recommendations for vocational training and placement.

POLICY DEVELOPMENT GUIDELINES

The written report prepared by the vocational evaluator/counselor will assist the participants who meet to plan the student's individualized education program. Therefore, it should give concise information for determining the student's placement for appropriate vocational education. A standardized form should be developed for recording information gathered during the assessment process.

Individualized Education Programs

400 Local Educational Agency Responsibility for Individualized Education Program

401 Planning for the Student's Individualized Education Program

402 Participants in the Meeting To Develop the Student's Individualized Education Program

403 Content of Individualized Education Program

POLICY AREA 400

Local Educational Agency Responsibility for Individualized Education Program

Each local educational agency shall insure that an individualized education program (IEP) is provided for each handicapped student who is receiving or will receive special education, regardless of what institution or agency provides or will provide special education to the student (P.L. 94–142).

400.1 Each local educational agency shall develop or revise, whichever is appropriate, an individualized education program for every handicapped student at the beginning of the school year and review (and, if appropriate, revise) its provisions periodically, but not less than annually.

400.2 Each local educational agency is responsible for initiating and conducting meetings for developing, reviewing, and revising a student's individualized education program.

POLICY DEVELOPMENT GUIDELINES

An individualized education program is an agreement among all parties that sets forth clearly the special education and related services to be provided to the student. It is intended as a management device linking the student and appropriate services. The special education administration must assume the major responsibility for ensuring that an IEP is provided for each handicapped student.

Responsibility of Special Education

The special education administration's specific responsibilities include:

- Contacting parents about the necessity of an IEP.
- Setting a mutually convenient meeting date, time, and location for all participants.
- Appointing a representative of the local educational agency to be a participant and to conduct the meeting.
- Inviting other appropriate participants to the IEP meeting.
- Ensuring that the meeting is held, an IEP is developed, placement is determined, and signatures of parents are obtained.
- Ensuring that the IEP is reviewed at least annually and revised if necessary.

Responsibility of Vocational Education

Most handicapped students are identified and have already received special services before they are old enough for vocational education programs. Vocational educators should provide information to IEP participants to ensure that handicapped students receive appropriate preparation for later participation in vocational education. When

a student is ready for placement in vocational education, then vocational educators should be involved in the meeting to develop the vocational education component of the student's individualized education program. Responsibilities of vocational education include:

- Ensuring that appropriate vocational education representatives participate in the meeting to develop the IEP.
- Ensuring that the vocational education placement is appropriate.
- Ensuring that the vocational education specified in the student's IEP is provided, monitored, and revised as appropriate.

In most cases, handicapped students will be referred for vocational education programs by special education. However, it may be that the student is totally within a vocational technical school. Vocational education is then responsible for developing the student's IEP, while special education must ensure that all provisions are fulfilled.

POLICY AREA 401

Planning for the Student's Individualized Education Program

Prior to the actual meeting to write the student's individualized education program all professional staff members who may be involved in developing the IEP should be given an opportunity to review the student's situation. This gives professionals a chance to share information, reach some consensus as to the student's functioning level, and consider recommendations for an adequate program for the student.

POLICY DEVELOPMENT GUIDELINES

Special education is responsible for ensuring that staff members exchange information and obtain data necessary for the conduct of the formal meeting with parents. Advance planning should contribute to more effective and efficient decisionmaking when the IEP meeting is held.

POLICY AREA 402

Participants in the Meeting To Develop the Student's Individualized Education Program

The local educational agency should develop policies to ensure that the individuals required by law and other appropriate individuals participate in the meeting to develop the handicapped student's individualized education program.

POLICY DEVELOPMENT GUIDELINES

Participants in Meetings Required by P.L. 94–142

P.L. 94–142 requires that each meeting to develop, review, or revise a handicapped student's individualized education program include:

- A representative of the local educational agency, other than the student's teacher, who is qualified to provide, or supervise the provision of, special education.
- The student's teacher.
- One or both of the student's parents.
- The student, when appropriate.
- Other individuals at the discretion of the parent or agency.

A meeting may be held without a parent in attendance if the local educational agency is unable to convince one to attend and has maintained a record of its attempts to arrange a mutually agreed on time and place.

Participants in Meetings When Vocational Education is Being Planned

While the participants required by law must be included in the meeting to develop the IEP, local educational agency policy can expand upon these requirements in order to ensure that vocational education is represented. All personnel who have information concerning the student's vocational education interests and potential and who will likely have a role in providing vocational education and supportive services should be identified, and appropriate participants should be selected. Such individuals may include:

- Vocational education supervisor.
- Vocational evaluator.
- Specialists who conducted components of the vocational assessment.
- Vocational education teacher who will instruct the handicapped student.
- Supportive services personnel such as a vocational guidance counselor, vocational resource teacher, and/or a vocational rehabilitation counselor.

It is appropriate to include students in IEP meetings at this point. The decisions regarding vocational education may affect students' future lives, and they should have the opportunity to present their views of the decisions contemplated and the alternatives presented.

Which Teacher Should Participate?

In deciding which teacher should participate in meetings on a student's individualized education program, there are several possibilities discussed in the regulations for Public Law 94–142:

- The student's special education teacher.
- The teacher who is qualified to provide education in the type of program in which the student might be placed (vocational education).
- A teacher appointed by the local educational agency if the student is not in school or has more than one teacher.
- More than one qualified teacher may participate.

Participation of Evaluation Personnel

For a handicapped student who has been evaluated for the first time, the local educational agency must ensure participation in the IEP meeting of a member of the evaluation team or a person who is familiar with the evaluation procedures and results.

POLICY AREA 403

Content of Individualized Education Program

A written program should be developed that indicates the degree to which the student will be able to participate in regular vocational education and the specially designed vocational education that will be provided. P.L. 94–142 requires that the following components be included in the individualized education program:

- A statement of the student's present levels of educational performance.
- A statement of annual goals, including short term instructional objectives.
- A statement of the specific special education and related services to be provided to the student, and the extent to which the student will be able to participate in regular educational programs.
- The projected dates for initiation of services and the anticipated duration of the services.
- Appropriate objective criteria and the evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

POLICY DEVELOPMENT GUIDELINES

Under P.L. 94–142 the definition of special education includes "vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child." Therefore, the IEP should describe the modifications and adaptations of instruction and equipment and the supportive (related) services that are necessary for the handicapped student's participation in vocational education.

It is possible that a student with a handicapping condition may not be handicapped in terms of vocational education. If the student is able to succeed in a regular vocational education class without special educational assistance, a statement of the extent of his or her participation in regular vocational education should be included in the IEP. It is also important to note that a student who does not require special education is not eligible for related services, under P.L. 94–142. (Refer to Policy Area 200 for a discussion of this issue.)

Placement in the Least Restrictive Environment

The IEP is a tool for determining the appropriate placement of the handicapped student, which must be in the least restrictive environment. The following section of this guide presents policies that should guide the placement decision.

Program Placement

500 Requirements for Making the Vocational Education Placement Decision

501 Placement in the Least Restrictive Environment

502 Availability of Various Alternative Placements

503 Review of Eligibility Requirements for Regular Vocational Education Programs

504 Admission to Regular Vocational Education Programs

505 Periodic Review of Program Placement

506 Changes in the Handicapped Student's IEP and Program Placement

POLICY AREA 500

Requirements for Making the Vocational Education Placement Decision

The decision to place a handicapped student in a particular vocational education program must be based on the provisions of the individualized education program developed for that student.

500.1 The vocational education placement must be determined at least once a year.

500.2 The placement must be made as close as possible to the student's home (P.L. 93–112, Section 504).

POLICY DEVELOPMENT GUIDELINES

In establishing procedures for making the vocational education placement decision, the educational agency should be able to respond positively to the following questions:

- Is more than one source used to gather information for making the placement decision?
- Is information from all sources documented and carefully considered?
- Is the placement decision made by a group of persons, including persons knowledgeable about the student, the meaning of the assessment data, and the placement options?
- Is the placement decision made in conformity with the least restrictive environment rules?

These questions relate to requirements of P.L. 94–142 concerning making the special education placement decision. They also apply to placement in vocational education which is designed to meet the unique needs of a handicapped student.

POLICY AREA 501

Placement in the Least Restrictive Environment

Each local educational agency should establish procedures to ensure that each handicapped student's vocational education placement is in the least restrictive environment. This is required by various federal regulations as follows:

501.1 P.L. 94–142 requires:

- That to the maximum extent appropriate, handicapped children are educated with children who are not handicapped.

- That special classes, separate schooling, or other removal of handicapped children from the regular educational environment occur only when the nature and severity of the handicap is such that education in regular education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

501.2 P.L. 94–482 requires states to use vocational education funds to assist handicapped individuals so that they can participate in regular vocational education programs to the maximum extent possible.

501.3 Section 504 (P.L. 93–112) requires that each handicapped person be educated with persons who are not handicapped to the maximum extent appropriate, depending on the needs of the handicapped person.

POLICY DEVELOPMENT GUIDELINES

Placing students in the least restrictive environment does not mean that all those who are currently in special programs will return to regular programs. Schools must be prepared to demonstrate the appropriateness of their placement recommendations, which must be made on an individual basis.

When developing procedures to ensure that handicapped students are placed in the least restrictive vocational education environment, the educational agency should consider documenting the following questions:

- Can the student participate successfully in a regular vocational program with appropriate special educational assistance?
- What is the nature and severity of the handicap that prohibits the student's participation in regular vocational education with special educational assistance?
- Is the handicapped student unable to participate in the regular vocational education program because facilities are inaccessible?
- Are alternative placements available for the provision of vocational education for handicapped students who cannot participate in regular vocational education programs?
- Are the facilities, services, and activities being provided handicapped students receiving vocational education in separate programs comparable to those provided in programs for nonhandicapped students?

POLICY AREA 502

Availability of Various Alternative Placements

To ensure that each handicapped student receives vocational education appropriate to his or her needs in the least restrictive environment, the local educational agency must make a variety of alternative placements available.

POLICY DEVELOPMENT GUIDELINES

The various alternative placements must be available to the extent necessary to implement the individualized education programs of all handicapped students. They should be designed to meet the needs of students whose handicaps range from mild to severe. Some examples of placement settings are:

- Placement in regular vocational classroom with:
  - Consultative assistance for teachers.
  - Provision of direct services to students by itinerant specialists.
  - Resource room help for students.
- Placement in separate vocational classroom:
  - Student is in regular class part time.
  - Self-contained class in regular education facility.
  - Self contained class in special education facility.
- Placement in a sheltered environment:
  - Residential.
  - Hospital.
  - Other institution.
  - Sheltered workshop.
  - Work activities center.
- Placement in work study or cooperative education program.
- Homebound instruction.

Example of Variety of Placements Provided by an Area Vocational Education School

The following is an example of program formats developed by a public vocational/technical school (Linari, 1974):

- Full time programing at the vocational/technical facility with resource assistance as required.
- Cooperative education at the vocational/technical facility with work arrangements for seniors.
- One-half day at the vocational/technical facility and one-half day in public school.
- One or two year training programs at the vocational/technical facility.
- Prevocational experience arrangements for eighth and/or ninth grade students on a part time basis for exploration purposes.
- After-school training programs at the vocational/technical facility with academic instruction at the area public schools.
- Satellite-community programs in which students participate in community-based vocational instruction and receive limited academic work at the vocational/technical facility.
- Substantially separate programs at the vocational/technical facility.

Students who remain unserved by the vocational/technical facility should receive vocational education through other options made available by the home school.

POLICY AREA 503

Review of Eligibility Requirements for Regular Vocational Education Programs

Requirements for eligibility for placement in regular vocational education programs should be reviewed to make certain they do not discriminate against handicapped students. Standard policies and procedures should be developed concerning eligibility for placement.

POLICY DEVELOPMENT GUIDELINES

The local educational agency should examine the requirements for entrance to each of the regular vocational education programs and consider the following questions:

- Are the requirements relevant for success in the program?
- Is it possible to substitute other experience for a particular requirement?
- Are nonhandicapped students required to meet the same eligibility requirements as handicapped students?
- Can the requirements be modified if the course is adapted for handicapped students?
- What training can be provided to prepare handicapped students to meet entrance requirements?

It is important that all personnel (vocational education, special education, and supportive services providers) work together in developing and implementing policy concerning eligibility of handicapped students for regular vocational education. The persons who meet to plan the student's individualized education program must base their decision for placement on what is appropriate to meet the needs of that student. Eligibility requirements for regular vocational education should not automatically exclude on the basis of handicap any student who can be reasonably accommodated.

POLICY AREA 504

Admission to Regular Vocational Education Programs

Local educational agency policy should ensure that eligible students have equal access along with nonhandicapped students for admission to regular vocational education programs.

POLICY DEVELOPMENT GUIDELINES

Admission becomes an issue when vocational education facilities cannot accommodate all students desiring vocational education and there are waiting lists of eli-

gible students, both handicapped and nonhandicapped, for regular vocational education programs. P.L. 94–142 requires that handicapped students be provided free appropriate public education in conformity with an individualized education program. This is interpreted to mean that the student must be placed as determined by the individualized education program. This becomes a controversial issue when nonhandicapped students are on the waiting list for the same vocational education placement. Are all handicapped students placed first on the basis of their IEPs? Public Law 93–112, Section 504, regulations state that an appropriate education is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of handicapped persons as *adequately as the needs of nonhandicapped persons are met.* This can be interpreted to mean that handicapped students receive equal treatment. In the case of waiting lists for admission to vocational education programs, local policies should ensure that admission procedures guarantee equal treatment. An alternative appropriate placement must be provided for handicapped students while they are on the waiting list for the program of their choice.

POLICY AREA 505

Periodic Review of Program Placement

Each handicapped student's progress in conformity with his or her individualized education program should be monitored and reviewed periodically to assess the ability of the placement to meet individual needs. The review should take place at least once a year and should consider the following points:

- General progress of the handicapped student.
- Staff concerns regarding the student's progress.
- Determination of whether the short term instructional objectives of the IEP are being achieved according to objective criteria stated in the IEP.
- Changes that appear necessary in the student's individualized education program to make it more suitable to his or her needs.
- Whether the student is ready to be placed in a less restrictive environment.
- Whether another vocational education placement would be more appropriate for the student.

POLICY DEVELOPMENT GUIDELINES

P.L. 94–142 requires that each handicapped student's written individualized education program be reviewed periodically, but not less than annually. Appropriate practice dictates that monitoring the progress of students, particularly those placed in regular vocational education classes, be done on a regular basis, such as quarterly.

It should also be done when the need arises, such as when a teacher or supportive staff member notices a problem.

The individualized education program contains the appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether short term instructional objectives are being achieved. In reviewing the appropriateness of the vocational education placement, the local educational agency may wish to consider other types of information, such as:

- The student's class attendance record.
- The parents' and student's expressions of satisfaction with progress.
- The rating of the student's functional performance based on task analysis of the vocational skills included in the IEP.

POLICY AREA 506

Changes in the Handicapped Student's IEP and Program Placement

Any changes in a student's vocational education program after the initial placement require the convening of a meeting to revise the student's individualized education program.

506.1 P.L. 94–142 requires that written notice be given parents of a handicapped student a reasonable time before the educational agency proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

POLICY DEVELOPMENT GUIDELINES

A variety of factors may indicate that the student's IEP should be revised:

- Student's special services need to be modified.
- Student's occupational goals change and a different placement is indicated.
- Student and parents are not satisfied with the placement.
- Student's functional performance rating indicates inability to succeed in current placement.
- Student is ready to move to a less restrictive environment.
- A more appropriate placement is available.

Service Delivery

600 Coordination of Services Delivered by Vocational Education, Special Education, and Vocational Rehabilitation

601 Vocational Education Program Alternatives

602 Career Education and Prevocational Activities

603 Handicapped Students in Regular Vocational Education Programs

604 Special Vocational Education Programs

605 Provision of Supportive (Related) Services

606 Modifications To Assist Handicapped Students in Vocational Education

607 Work Experience Programs

608 Sheltered Pre-employment Services

609 Credits Toward Graduation

610 Travel Training for Transportation to Jobs on Completion of Vocational Training

611 Job Placement and Followup Services

POLICY AREA 600

Coordination of Services Delivered by Vocational Education, Special Education, and Vocational Rehabilitation

Local educational agencies should make every effort to ensure that services of the educational agency are coordinated with services of the rehabilitation agency to provide appropriate vocational education for handicapped students.

POLICY DEVELOPMENT GUIDELINES

Coordinating services provided by special education, vocational education, and vocational rehabilitation is extremely important in order to make optimal use of resources each can provide. The joint memorandum (see Policy Area 105) issued by the Commissioner of Education and the Commissioner of Rehabilitation Services urges state education and vocational rehabilitation agencies to establish action plans for coordinating services. Joint plans for coordination of services developed by State Departments of Special Education and of Vocational Education and State Vocational Rehabilitation Agencies will serve as a guide for policy development by local educational agencies.

The federal memorandum includes suggestions of activities and services that can be provided by special education, vocational rehabilitation, and vocational education to help handicapped students receive appropriate vocational education. They are presented here to assist users of this guide in the development of their own policies for coordination of services.

Special Education

The following are examples of special education services that can be provided to help handicapped students become well adjusted and suitably employed:

- Career awareness activities directed toward making handicapped students aware of themselves and/or careers in the world of work.
- Career exploration activities in which handicapped students begin to sample and engage in experiences related to specific careers.
- Prevocational activities to provide handicapped students "hands-on" experiences in the development of basic occupational skills.
- Basic academic skill development activities to provide handicapped students with adaptability skills needed for socioeconomic integration into society.
- Auxiliary aids, reader services for the blind, interpreters for the deaf, and the like.
- Job seeking, job getting, and job holding skill development activities that would give a student the opportunity to develop and practice skills in real and/or simulated situations.
- Staff development activities that provide vocational education and special education teachers with special competencies for preparing handicapped students to enter the world of work.

- Career and vocational training for handicapped students, including special training needed to augment the vocational education being provided.
- Work study programs.

Vocational Rehabilitation

Examples of vocational rehabilitation services that can be provided to eligible handicapped persons are:

- Evaluation of rehabilitation potential, including diagnostic and related services incidental to determining eligibility for services.
- Counseling and guidance, including personal adjustment counseling to maintain a counseling relationship throughout a handicapped individual's program of service and referrals to secure services from other agencies.
- Physical and mental restoration services.
- Vocational training and other training services of a prevocational, personal, and vocational adjustment nature, including work experience, books, tools, and other materials related to training.
- Maintenance, not exceeding the estimated cost of subsistence, necessary to derive full benefits from other vocational rehabilitation services.
- Transportation in connection with the rendering of any vocational rehabilitation services.
- Services to members of a handicapped individual's family when such services are necessary to the adjustment or rehabilitation of the client.
- Telecommunications, sensory, and other technological aids and devices.
- Recruitment and training services to provide new employment opportunities in the fields of rehabilitation, health, welfare, public safety, law enforcement, and other appropriate public service employment.
- Placement in suitable employment.
- Postemployment and "follow along" services necessary to help handicapped individuals maintain their employment.
- Occupational licenses, tools, equipment, initial stocks (including livestock), and supplies.
- Other goods and services that can reasonably be expected to benefit a handicapped individual in terms of employability.

Vocational Education

Vocational education services that can be provided to handicapped persons are:

- Vocational education and specific job preparation provided in school for occupations that require less than a baccalaureate degree. (Such training can be provided in high schools, area vocational schools, or postsecondary institutions such as community colleges.)
- Industrial arts education and consumer and homemaking education, if the State Board includes these programs in their state plan.

- Cooperative vocational education in which cooperative arrangements between schools and employers are established to provide students with both vocational and academic instruction through part time employment.
- Placement services for students who have successfully completed vocational education programs.
- Vocational guidance and counseling services while in school.
- Followup services for students who have completed or left vocational education programs.
- Curriculum development and modification activities required to enable the handicapped student to participate in "regular" vocational education programs with nonhandicapped students.
- Modification of vocational education equipment to enable handicapped students to develop skills that would lead to gainful employment.

POLICY AREA 601

Vocational Education Program Alternatives

In order that all handicapped students receive the appropriate special vocational education as specified by their IEPs, the local educational agency must ensure that regular and special vocational education program options are available.

601.1 Handicapped students must have available the variety of educational programs and services available to nonhandicapped students in vocational education (P.L. 94–142).

601.2 Vocational education programs must be specially designed if necessary to enable a handicapped student to benefit fully from these programs (P.L. 94–142).

POLICY DEVELOPMENT GUIDELINES

Before establishing new programs and services, the local educational agency should first examine its present vocational programs and consider:

- What options are available for handicapped students?
- What needs to be done with present regular vocational education programs to enable handicapped students to participate successfully?
- What specially designed vocational education needs to be created and implemented?
- What related or supportive services need to be provided to enhance handicapped students' success in vocational education?

The cooperative relationship established among vocational education, special education, and vocational rehabilitation, as suggested in Policy Area 600, can be uti-

lized in jointly identifying needs, exploring alternatives, and establishing programs and services that avoid duplication.

An example of the implementation of joint planning to provide a variety of vocational alternatives for handicapped students can be found in the *Michigan Interagency Model and Delivery System of Vocational Education Services for the Handicapped* (Michigan State Department of Education, undated).

The Michigan model describes seven vocational alternatives and specifies the responsibilities of vocational education, special education, and vocational rehabilitation for providing programs and services.

POLICY AREA 602

Career Education and Prevocational Activities

> The local educational agency should ensure that handicapped students are provided with career education experiences and prevocational instruction so that they will be prepared to participate in vocational assessment and vocational education.

POLICY DEVELOPMENT GUIDELINES

While career education experiences should be infused in the curriculum throughout the elementary and secondary years, it may be necessary to establish special programs for secondary handicapped students who have not had appropriate experiences to prepare them for vocational assessment and vocational education.

Types of Career Education and Prevocational Activities

The handicapped adolescent typically lacks exposure to the world of work and needs to be provided with activities to compensate for that lack. Some examples of such activities are:

- Career awareness, exploration, and decisionmaking experiences to examine careers, career clusters, or specific jobs.
- Training in general work skills and "hands-on" activities representative of as many of the occupational areas in vocational education as are appropriate.
- Experiences to develop appropriate work attitudes and behaviors.
- Experiences to develop appropriate personal social behaviors.
- Training in independent living skills.
- Practice in job seeking skills necessary to obtain employment.

Settings for Prevocational Activities

These activities may be conducted in a variety of settings, such as:

- Prevocational laboratory established for that purpose.
- Secondary vocational education orientation classes.

- Industrial arts and home economics classes.
- Work evaluation and adjustment centers.
- Sheltered workshops.
- Community work stations.
- Campus work stations.
- Sheltered industry.

POLICY AREA 603

Handicapped Students in Regular Vocational Education Programs

The local educational agency should develop guidelines to facilitate successful participation of handicapped students in regular vocational education programs. Such guidelines should cover, but not be limited to:

- Appropriate pretraining experiences for handicapped students to prepare them for the regular program.
- Supportive (related) services to be provided.
- Preparation of regular teachers to work with handicapped students.
- Modifications of schedule, curriculum, equipment, and facilities to assist individual students.
- Cooperation of special education, vocational education, and supportive services staff in meeting students' individual needs in the regular program.
- Consideration of moving to a competency based program and modifying traditional forms of grading students.

POLICY DEVELOPMENT GUIDELINES

Cooperation To Facilitate a Student's Success in the Regular Program

So that a handicapped student can participate successfully in the regular vocational education program, all staff involved in the student's education must cooperate to provide appropriate, specially designed vocational instruction and related services in the regular class environment. This cooperation should begin in the planning of the student's individualized education program (IEP), which specifies what specially designed vocational education will be provided. The IEP will specify annual goals and short term instructional objectives and identify changes in instructional materials, equipment, facilities, or methods that will help the individual achieve vocational success in a regular program. The supportive (related) services required to help the individual benefit from the specially designed vocational education will also be specified. (Refer to Policy Areas 605 and 606 for details concerning supportive services and modifications to assist handicapped students.)

POLICY AREA 604

Special Vocational Education Programs

Special vocational education programs should be provided for handicapped students who cannot achieve satisfactorily in regular vocational education programs with special educational assistance. Policies covering the establishment of these programs should consider:

- Determination of course offerings.
- Guidelines for site location and equipment selection.
- Determination of staffing needs.
- Determination of scheduling needs.
- Development of curriculum.
- Criteria for placing students in separate programs.

POLICY DEVELOPMENT GUIDELINES

Special vocational education is designed for handicapped students whose greater degree of impairment precludes integration into a regular vocational education program. The special vocational class program may be used to prepare students for integration into regular vocational education or to provide students with a job entry skill and may include, but not be limited to, the following:

- Training in self help and independent living skills.
- Specific occupational opportunities stressing exploration and awareness.
- Development of entry-level occupational skills or special competencies related to one component of an occupational area through specialized vocational education courses.
- Development of competencies that will enable some students to be accepted in an on-the-job training program or a regular vocational education program.
- Development of competencies in the more severely vocationally handicapped students that will facilitate their placement in a sheltered workshop.

POLICY AREA 605

Provision of Supportive (Related) Services

The local education agency should ensure that appropriate supportive (related) services are provided to help handicapped students benefit from vocational education.

POLICY DEVELOPMENT GUIDELINES

Cooperation in Providing Supportive Services

Cooperation among vocational education, special education, and the providers of supportive (related) services is extremely important to facilitate a handicapped student's success in the least restrictive vocational education environment.

P.L. 94–142 Definition

While vocational educators use the term "supportive (or support) services," special educators tend to refer to "related services." These terms have basically the same meaning. The regulations for P.L. 94–142 define "related services" as transportation and such developmental, corrective, and other supportive services as are required to help a handicapped student benefit from special education (including vocational education). The following is a partial listing of services:

- Transportation.
- Audiology.
- Counseling services.
- Early identification.
- Medical services.
- Occupational therapy.
- Parent counseling and training.
- Physical therapy.
- Psychological services.
- Recreation.
- School health services.
- Social work services in schools.
- Speech pathology.

Supportive Services Traditionally Provided by Vocational Education

Supportive services needed by handicapped students in vocational education typically include, in addition to those listed above:

- Supportive instruction for individual students (individualized assistance in the classroom or laboratory) in cooperation with the regular instructor whenever necessary.
- Remedial instruction in the basic academic skills on the basis of a student's need in a particular course.
- Supportive educational services (assistance from interpreter, note-taker, direct reader, tutorial aide, bilingual specialist, or attendant for physically handicapped).
- Specialized vocational counseling and guidance services.
- Job placement and followup.

Note: Only those supportive (related) services that are necessary for a handicapped student to benefit from vocational education are covered under P.L. 94–

142 and P.L. 94–482. Use of federal funds must be consistent with requirements of the regulations concerning excess costs and matching. (Federal vocational education funds may not be used for medical, dental, food, and housing costs.)

POLICY AREA 606

Modifications To Assist Handicapped Students in Vocational Education

Local educational agency policies should include making modifications as needed in scheduling, curriculum, equipment, and facilities to enable handicapped students to participate successfully in vocational education programs.

POLICY DEVELOPMENT GUIDELINES

The *Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968* (Kay, Kemp, & Saunders, 1973) lists the following modifications:

Scheduling Modifications—needed to provide additional time for faculty to assist identified handicapped students:

- Extension of school day, week, or year.
- Addition of another semester.
- Instruction on an individual basis.
- Flexible scheduling of students to permit program entrance/exit appropriate with progress.

Curriculum Modifications—required to enable individual students to continue in regular vocational education program by assisting them in compensating for their handicap:

- Allocation of additional time to develop skill.
- Specially designed workbooks or textbooks.
- Task analysis of occupations to identify possible modification in instruction, equipment, or methods.

Equipment/Facilities Modifications

- For the visually handicapped:
  Instruction in Braille.
  Large-print materials.
  Signals that use sound rather than sight.
  Special safety devices, such as guardrails around moving parts of a machine.
- For the deaf and hard of hearing:
  Printed rather than verbal instructions.

Signals that use sight rather than sound.
Sound amplification devices.

- For the orthopedically handicapped:
  Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls.
  Special desks and work tables for students in wheelchairs.
  Ramps for students who cannot use stairs.
- For the mentally retarded:
  Simplified equipment.
  Simplified instruction guides and manuals.
- For the cardiac and other physically impaired:
  Additional facilities for rest rooms.
  Handrails in washrooms and in corridors.

This list of modifications is not exhaustive and may include others that will help a handicapped student participate successfully in the regular vocational education classroom. However, any physical modifications made within the classroom should be transferable and feasible in the normal and usual employment setting. (Refer to Policy Area 703, Adaptive Devices and Special Equipment, for an expanded list of safety devices and adaptive equipment and a discussion of reasonable accommodation by employers.)

POLICY AREA 607

Work Experience Programs

Work experience programs that provide handicapped students with direct participation in the world of work as an educational experience should be available as a vocational alternative. The local educational agency should establish guidelines for operating work experience programs which reflect local needs and are consistent with state and federal statutes.

POLICY DEVELOPMENT GUIDELINES

Purpose and Funding

Work experience programs assist students in bridging the gap between school and work by helping them acquire desirable social skills, work habits and attitudes, and entry-level job skills. Ideally, such programs should not be the total vocational education provided to the student, but should complement the skill training provided in a vocational education program. Since the terminology used to define work experience programs and the intent of such programs may differ by state, it is important to obtain the guidelines for your state.

Work experience programs are often designed as special education work study programs for handicapped students. These are generally funded and administered by special education. The Vocational Education Act provides funds for work study and cooperative education programs for all students that may be appropriate for some handicapped students. If these funds are to be used, the requirements of the Act must be observed.

Policy Concerns

In developing policies for work experience programs, the local educational agency should consider the following topics:

- Goals and objectives of program.
- Number of hours per week a student is permitted/required to work.
- Age requirements.
- Number of credits a student may earn.
- Student eligibility.
- Credit for early termination of job.
- Policy on changing jobs.
- Parental permission.
- Related instruction.
- Required reports.
- Ratio of students to staff.
- Role of staff and administration.
- Transportation.
- Contract with employer.
- Training plan.
- Enforcement of applicable employment laws.
- Procedures for advancing students who are capable of going beyond the entry-level job.

Vocational Education Cooperative Education and Work Study

The definitions of cooperative education and work study that follow are based on P.L. 94–482. It should be noted that cooperative education does not mention including the student or the parents in planning the written cooperative arrangements. Placing a handicapped student in a cooperative education or work study program requires a meeting to plan an individualized education program for the student. The parents and student as well as the appropriate school personnel should be involved. It is also desirable to have the prospective employer in attendance.

- *Cooperative education* (P.L. 94–482) is a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the

school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time.

- *Work study* (P.L. 94–482) is a program designed to provide financial assistance through part time employment to students who have been accepted for full time enrollment in vocational training. The part time employment is based on the financial need of the student and is not necessarily related to career objectives. Students are employed in nonprofit institutions.

Simulated Work Experience

If on-the-job work experience is not possible or practical for handicapped students, a simulated work experience may be provided in the classroom. A mock-up or simulation of an actual community work station is created in the vocational laboratory and the student learns the task in the laboratory setting. This learning can then be transferred to the actual work site. This may be appropriate for students whose handicaps are such that they are not candidates for integration into regular vocational courses and are not ready for placement in a paid employment setting. It is a transitional step to paid employment and may be viewed as one phase of a carefully structured work experience program.

POLICY AREA 608

Sheltered Pre-employment Services

Cooperative relationships should be established with sheltered pre-employment facilities to provide work adjustment and/or training for those students whose individualized education programs indicate that such services are needed.

POLICY DEVELOPMENT GUIDELINES

Sheltered employment services may be provided for severely handicapped persons who cannot be readily absorbed in the competitive labor market. Such services are usually offered at publicly sponsored or private nonprofit rehabilitation facilities. All facilities providing sheltered employment must be certified by the Department of Labor according to the percentage of the minimum wage paid in relation to the clients' productivity. Administrators seeking further information should contact the Wage and Hour Division of the Department of Labor.

Many sheltered employment workshops are sponsored by nonprofit health organizations such as the United Cerebral Palsy Association, the National Association for Retarded Citizens, and Goodwill Industries, Inc. Although these organizations are dedicated to serving clients with a specific type of handicap, financial constraints usually prohibit providing services to those who are not sponsored by either the local educational agency or vocational rehabilitation agency.

In referring a student for sheltered pre-employment services, the local educational agency should invite a representative from the agency providing the prospective services to attend the meeting at which the student's individualized education program (IEP) is developed. The IEP will specify the sheltered pre-employment services to be provided by the sheltered facility. The responsibility for monitoring the student's IEP and ensuring that services are delivered as specified remains with the local educational agency.

POLICY AREA 609

Credits Toward Graduation

Policies should be established concerning credits that will be granted for various types of special vocational education programs and the type(s) of diploma or certificate a handicapped student is eligible to obtain.

POLICY DEVELOPMENT GUIDELINES

State law must prevail in the granting of credits toward a high school diploma. In most vocational education programs, handicapped students will receive credits toward a diploma in the same manner as nonhandicapped students in the program. Local policies are needed to determine the credit to be granted for work experience programs and sheltered workshop activities. In some states a certificate of attendance is issued.

For those handicapped students in a regular vocational education classroom who are moving at a slower rate and may not complete all parts of the course, a certificate listing vocational competencies attained could be issued. Such a certificate would be useful for a potential employer.

POLICY AREA 610

Travel Training for Transportation to Jobs on Completion of Vocational Training

Program staff should address the need for travel training which is offered concurrently with vocational training to prepare handicapped students to travel independently.

POLICY DEVELOPMENT GUIDELINES

Staff and Equipment

LEAs must decide who is responsible for providing travel training. Staffing and equipment needs will vary depending on the type of handicapped student being trained.

Program administrators may consider:

- Use of staff who are part of vocational program.
- Consultation with mobility/orientation specialist.
- Purchase of adaptive devices such as hand controls for vehicles.

Although mobility/orientation specialists have traditionally worked with the visually handicapped, they have successfully adapted their techniques for those with other handicaps such as mental retardation and orthopedic impairments.

Travel Training Topics

Handicapped students should become familiar with and know how to use all the modes of transportation used by nonhandicapped persons, such as:

- Public transportation (bus, train, subway).
- Car pooling.
- Personal transportation (walking, bicycling, driving).

In addition, some community and private agencies serving handicapped individuals establish special transportation services for handicapped persons who are unable to travel to work by other modes of transportation.

Followup on Transportation to Jobs

Staff responsible for followup should assist students who need help in solving job-related transportation problems. Assistance should primarily be in the form of providing information to the student concerning special transportation arrangements when difficulties would preclude the student's reporting to the job. For example, staff may inquire for those confined to wheelchairs as to scheduling special lift buses or vans.

POLICY AREA 611

Job Placement and Followup Services

Job placement and followup services should be established to help handicapped students secure and maintain job placements in settings that are suitable for their abilities and interests.

POLICY DEVELOPMENT GUIDELINES

Same Services as Provided for Nonhandicapped

It should be assumed that handicapped individuals are seeking the same array of careers as nonhandicapped. They should not be counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abili-

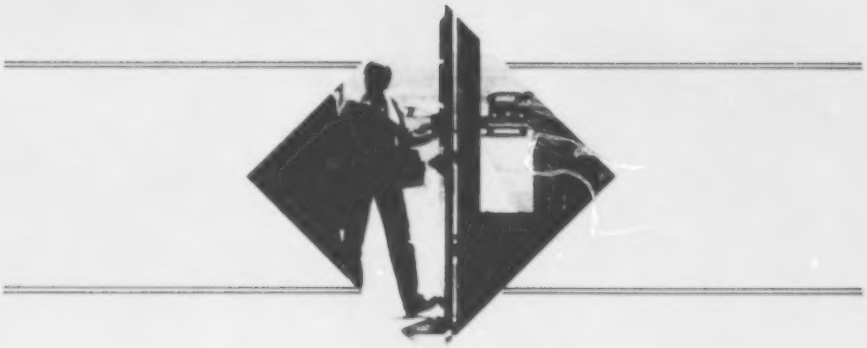
ties. Job placement and followup procedures that have proven effective for nonhandicapped persons are appropriate for handicapped students. These include:

- Referring students to job openings.
- Instructing students in job-search techniques.
- Taking job orders from employers and listing jobs.
- Following up on placements of students in jobs.
- Soliciting jobs for listing.

Additional Services for Handicapped Students

In addition, job placement services can be provided handicapped students to enhance their success in securing and keeping jobs:

- Instruction and practice in job-seeking skills for handicapped students who may need more practice to compensate for lack of exposure to work world:
  - Preview of employment resources.
  - Proper use of application blanks.
  - Methods of effective interviewing.
  - Suggestions about how to focus on capabilities, not handicaps, when talking with employers.
  - Preparation of resumes and obtaining letters of reference.
- Provision of information to employers to dispel their fears about hiring handicapped individuals.
- Provision of information to assist employers and handicapped individuals in acquisition of adaptive devices and in modification of work task/work environment that will enable physically or mentally handicapped individuals to be competitively employed.
- Establishment of procedures to search actively for job openings in the community for handicapped students.
- Development of procedures to match qualified students with available jobs.
- Provision of assistance as needed to students during interviews and in contacts with personnel officers.
- Assistance to students in solving job-related transportation problems.
- Assistance to students during initial period on the job.
- Establishment of on-the-job followup procedures.
- Coordination of educational agency placement activities with vocational rehabilitation, state employment services, and other community agencies.



Facilities and Equipment

700 Exclusion of Handicapped Students Because of Inaccessible Facilities Prohibited

701 Accessibility of New Construction

702 Safety Standards

703 Adaptive Devices and Special Equipment

POLICY AREA 700

Exclusion of Handicapped Students Because of Inaccessible Facilities Prohibited

Local guidelines should be established to ensure that handicapped students are not excluded from participation in an appropriate vocational education program because existing facilities are inaccessible to or unusable by handicapped students.

700.1 Each program or activity shall operate so that when viewed in its entirety, it is readily accessible to handicapped persons (P.L. 93–112, Section 504).

POLICY DEVELOPMENT GUIDELINES

Section 504 states that no qualified handicapped person can be excluded from participation in or otherwise be subjected to discrimination under any program or activity because a facility is inaccessible to or unusable by that person.

Program accessibility does not require that all existing facilities or every part of a facility be made accessible as long as other methods can be employed to make all programs readily available to handicapped persons requiring them.

How to Comply

Programs can be made accessible through such methods as:

- Redesign of equipment.
- Reassignment of classes or other services to accessible buildings.
- Assignment of aides to students.
- Alteration of existing facilities or construction of new accessible facilities.
- Any other methods that result in making programs accessible to handicapped persons.

The local educational agency is not required to make structural changes in existing facilities when other methods are effective in achieving compliance.

When the methods for meeting program accessibility are chosen, priority should be given to those methods that offer programs and activities in the most integrated setting.

POLICY AREA 701

Accessibility of New Construction

New construction must be designed and constructed so that the facility is readily accessible to and usable by handicapped persons. Alterations to

existing facilities also are required to be accessible to and usable by handicapped persons to the maximum extent feasible.

POLICY DEVELOPMENT GUIDELINES

Both P.L. 93–112, Section 504, and P.L. 94–482 require that all facilities constructed with federal funds or housing federally funded programs be accessible.

How to Comply

Compliance with this requirement may be met by designing, constructing, or altering facilities in conformance with the *American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped* (American National Standards Institute, Inc., 1971).

Information can also be obtained from the Architectural and Transportation Barriers Compliance Board, Washington, DC.

POLICY AREA 702

Safety Standards

Local guidelines should be established to ensure that all facilities conform to the minimum safety standards as required by health, fire, and safety regulations.

POLICY DEVELOPMENT GUIDELINES

While safety standards are established and enforced for all students, there are some areas affecting the health and safety of handicapped students that should receive attention. For example:

- Facilities should have adequate and accessible toilets.
- Vocational shop areas should be accessible with exterior exits as necessary for safety.
- Storage areas should be accessible and apart from academic or vocational classrooms.
- Work stations and equipment should be adapted to meet the needs of the individual student.
- Fire exits should be adequate and accessible.
- Routes of travel must ensure easy and safe access for all handicapped students.

How to Comply

Local and state health, fire, and safety regulations should be studied to ensure that facilities meet minimum standards.

Although the standards published by the American National Standards Institute, Inc. (1971) deal primarily with accessibility, the suggested modifications reflect concern for safety and the general public welfare.

POLICY AREA 703

Adaptive Devices and Special Equipment

Provisions should be made to adapt vocational education shop equipment to meet the needs of individual handicapped students.

POLICY DEVELOPMENT GUIDELINES

Purchase of Adaptive Devices and Special Equipment

Program staff will probably identify the student's need for adapted equipment during the vocational assessment. Some devices and equipment for different handicapping conditions are available by mail order. A directory of these sources is *Accent Buyer's Guide* (Accent Special Publications, 1977).

Design of Special Equipment by Program Staff

Meeting the particular need of a handicapped student may require a special piece of equipment. Staff will have to rely on their imagination and ingenuity to develop the appropriate equipment. Program staff could consult occupational therapists or bioengineers for assistance in this area.

Examples of Simple Adaptive Devices and Modifications to Equipment

The following is a list of some of the ways equipment can be adapted to meet the needs of handicapped students:

- Installing safety devices on machines, such as:
  - Guardrails.
  - Cover plates.
  - Warning plates for tactual interpretation.
  - Warning lights.
  - Warning sounds.
- Installing adaptive operating devices on machines, such as:
  - Hand controls (mono-, bi-).
  - Foot controls.
  - Hand-foot controls (hemi).
  - Head controls.
  - Mouth controls.

- Adapting existing equipment or securing other equipment to assist handicapped students, such as:
  - Adaptive handles on tools.
  - Guard plates to direct finger/hand accuracy.
  - Left-handed scissors.
  - Pattern guides.
  - Cutting guides.
  - Magnifying guides.
  - Tape recorders.

Caution: Reasonable Accommodation

In order to provide realistic training programs, vocational programs always attempt to create a physical environment resembling as closely as possible that found in industry, thus allowing the development of skills as they are used in industry.

In adapting equipment to meet the needs of handicapped students, it is important to work closely with representatives of the business-industrial community to ensure that training conditions that can be transferred to industry are created. Most employers are willing to make reasonable accommodations to modify or adapt equipment or devices to meet the needs of handicapped workers. (They are required under P.L. 93–112, Section 503, to do so if they receive federal contracts.) Therefore, when accommodating students in vocational programs, training conditions should not be so special that their duplication would impose undue hardship on employers. Students trained under such conditions might be unable to find employment in industry.

Personnel

800 Provision of Adequate Staff

801 Student/Staff Ratio

802 Certification of Staff

803 Fair Employment Practices

804 Professional Development

805 Inservice Training

806 Personnel Evaluation

807 Position Descriptions

POLICY AREA 800

Provision of Adequate Staff

Guidelines should be established to provide for sufficient qualified personnel so that each handicapped student will receive the specially designed vocational instruction and related services specified in her or his individualized education program (IEP).

POLICY DEVELOPMENT GUIDELINES

Determining Local Needs

The number and types of personnel to be employed should be determined on the basis of local needs. Some considerations are:

- Number of handicapped students to be served.
- Types of handicapping conditions requiring special services.
- Types of vocational instruction and supportive (related) services specified in students' IEPs.

A local education agency with a small number of students to be served should employ staff who can perform the functions of more than one of the types of personnel listed below. A larger school district may establish additional supervisory positions, such as supervisor of work experience programs or supervisor of supportive services.

Variety of Personnel Who May Provide Vocational Education and Supportive Services

A review of policy materials for many states indicates that a great variety of personnel may be involved in the vocational education of handicapped students. These include, but are not limited to:

- A manager or coordinator of vocational education programing for handicapped students.
- Regular vocational education instructors.
- Special vocational education instructors.
- Special education teachers.
- Teacher/coordinator of work experience.
- Vocational evaluator.
- Supportive (related) services personnel:
  - Vocational resource instructors.
  - Orientation and mobility specialists.
  - Interpreters, note-takers, direct readers, attendants.
  - Counselors (vocational, guidance, rehabilitation).
  - Psychologists.

Occupational therapists.
Social work services personnel.
Job placement coordinator.

- Paraprofessionals/teachers' aides.

POLICY AREA 801

Student/Staff Ratio

The local educational agency may establish policies concerning the ratio of handicapped students to staff.

POLICY DEVELOPMENT GUIDELINES

Before establishing local policies, the local educational agency (LEA) should become familiar with state standards and regulations. If the LEA decides there is a need, local policies should be based upon such criteria as:

- Requirements of state standards and regulations.
- Number of handicapped students to be placed in a particular vocational program.
- Type and severity of handicaps of students.
- Nature and extent of the training program.
- Supportive (related) services that can be provided to enhance success.

Examples of policies include, but are not limited to:

- Specifying maximum numbers of handicapped and minimum numbers of non-handicapped students per vocational course.
- Reducing class size if the nature of students' handicaps requires additional teacher time for instruction.

Policies should provide for flexibility and creativity in meeting the personnel needs for the vocational education of handicapped students as more such students are placed in the least restrictive environment.

POLICY AREA 802

Certification of Staff

All instructional, supervisory, and administrative personnel in vocational education for handicapped persons should meet minimum professional standards which are established and periodically reviewed and updated by an appropriate state agency.

POLICY DEVELOPMENT GUIDELINES

Only a few states have adopted certification standards requiring certain competencies for personnel who provide vocational programing for handicapped students. Special educators at the secondary level have long been free to teach in prevocational and work experience programs without any certification requirements other than basic special education requirements. Similarly, vocational educators have been relatively free to teach handicapped students of any type without specific preparation.

To ensure that competent personnel are employed to provide vocational programing for handicapped students, the local educational agency could establish experience requirements (occupational experience and experience in working with handicapped individuals) for all professionals involved. Requirements must be in accordance with state standards.

POLICY AREA 803

Fair Employment Practices

Local administrators should consider local, state, and federal equal opportunity and affirmative action guidelines when recruiting, selecting, employing, and advancing personnel.

POLICY DEVELOPMENT GUIDELINES

Both P.L. 94–142 and P.L. 93–112, Section 504, require that a local educational agency receiving federal financial assistance make positive efforts to employ and advance in employment qualified handicapped individuals. P.L. 93–112, Section 503, requires employers with federal contracts to take affirmative action to hire qualified handicapped individuals.

P.L. 94–482 is particularly concerned with helping state and local educational agencies eliminate sex discrimination and sex stereotyping. Funds under the basic grant may be used to increase the number of women instructors involved in the training of women in programs that traditionally have enrolled mostly males, so as to provide supportive examples for the women who are preparing for jobs in these nontraditional areas of employment.

POLICY AREA 804

Professional Development

The local educational agency should establish policies to encourage staff to maintain and upgrade their professional standards by participating in approved professional development activities.

POLICY DEVELOPMENT GUIDELINES

Professional Development Activities

A variety of activities may contribute to the professional development of staff members. They include, but are not limited to:

- Inservice training.
- College courses.
- Conferences or workshops.
- Activities of professional organizations.
- Visits to other programs both within and outside the district.
- Exchange visits by vocational educators and special educators to each others' classrooms.

Provision of Incentives

The general policies of the local educational agency would apply in providing incentives to encourage staff members to participate in professional development activities. Incentives may include, but are not limited to:

- Arranging released time for such activities.
- Paying part or all of the expenses involved in attending approved conferences.
- Providing tuition waivers for college courses.
- Arranging for college courses to be taught off campus at local schools.
- Giving salary step credit.
- Paying for participation in inservice training.
- Giving academic credit for inservice training.
- Developing and implementing an inservice program.

POLICY AREA 805

Inservice Training

The local educational agency should establish policies to provide an inservice personnel development program for all staff members involved in vocational programing for handicapped students. Such policies should cover:

- Use of incentives to ensure participation by staff.
- Process to be used in determining the inservice training needs of personnel engaged in the vocational education of handicapped students.
- Development of the inservice training plan.
- Implementation of the inservice training plan.
- Evaluation of the inservice training.

POLICY DEVELOPMENT GUIDELINES

At this time there is a shortage of teachers prepared to work with handicapped students in vocational education. This means that local educational agencies must rely on inservice training to provide staff with the information and competencies needed to meet the needs of handicapped students.

Both P.L. 94–142 and P.L. 94–482 provide funds to states to be used for inservice training of personnel. Vocational education personnel training funds under P.L. 94–482 may be used for "training, including inservice training, for teachers and supervisors and trainers of teachers in vocational education to improve the quality of instruction, supervision and administration of vocational education for persons who are . . . handicapped."

Inservice Training Plan

The inservice training plan should include:

- Identification of the areas in which training is needed (such as individualized education programs, modifying vocational programs for handicapped students, teaching methods to use with handicapped students, least restrictive vocational environment).
- Specification of the groups requiring training (e.g., special teachers, regular vocational teachers, administrators, supportive services staff).
- Description of the content and nature of training for each area of training need.
- Description of the training to be provided.
- Specification of funding sources and time frame for the training.
- Specification of procedure for evaluating the extent to which program objectives are met.

POLICY AREA 806

Personnel Evaluation

Periodic evaluation of vocational education personnel should be conducted by the local educational agency.

POLICY DEVELOPMENT GUIDELINES

The evaluation procedures already in place in the local educational agency should apply to personnel providing vocational education programing for handicapped students. Such evaluations can identify needs for inservice training to assist personnel in developing instructional competencies.

POLICY AREA 807

Position Descriptions

Position descriptions specifying responsibilities and minimum qualifications for training and experience should be in writing for all personnel involved in vocational education programing for handicapped students.

POLICY DEVELOPMENT GUIDELINES

The local educational agency should refer to job titles and position descriptions developed by the state educational agency to guide its development of local titles and position descriptions, since these may vary from state to state. Job descriptions that illustrate the interaction of each role with programing goals should be developed.

Fiscal Management

900 Funds for Vocational Education Programing for Handicapped Students

901 Fiscal Accountability

POLICY AREA 900

Funds for Vocational Education Programing for Handicapped Students

State and local funds should be provided to meet the basic costs of vocational education for handicapped students. These funds may be supplemented with federal funds, which are available from several sources. The local educational agency should establish procedures to guide the effort to obtain federal funds. These procedures should include:

- Designation of an individual responsible for identifying sources of funds.
- Specification of procedures for determining priorities for use of funds from various sources.
- Establishment of procedures for developing proposals, grants, budgets, etc. for obtaining such funds.
- Establishment of communication with the state agencies that administer allocations and grants provided to the states from the respective federal agencies.

POLICY DEVELOPMENT GUIDELINES

It was never intended that federal funding of vocational education pay all the costs of vocational education. The bulk of the funding must of necessity come from state and local governments. Just what part is borne by state funds and what part by federal funds varies among the states. The local educational agency should be familiar with the state's regulations and requirements guiding the state's spending and allocations of vocational education funds from state and federal sources.

Sources of Federal Funds

Federal funds for vocational education of handicapped invididuals are available from several sources. The Acts that authorize such funds include:

- Vocational Education Act of 1963, as amended by the Education Amendments of 1976, P.L. 94–482. Under this Act, 10 percent of Basic Grant and Program Improvement and Supportive Services funds are set aside to meet the excess costs of vocational education of handicapped persons. In addition, states are required to match federal expenditures with state and local expenditures. It should be noted that state and local special education funding may be used to meet the matching requirements of P.L. 94–482.
- Part B of the Education of the Handicapped Act, as amended by P.L. 94–142. Funds are provided to state and local educational agencies to assist them in the education of handicapped children. These funds may also be used for vocational education.

- The Rehabilitation Act of 1973, P.L. 93–112. Money is granted to rehabilitate handicapped individuals so that they may prepare to engage in gainful employment to the extent of their capabilities.
- Comprehensive Employment and Training Act of 1973, P.L. 93–203. Funds are provided for job training and employment opportunities.
- Elementary and Secondary Act of 1965, as amended by P.L. 93–380. Funds may be provided for innovative programs, evaluation centers, and training in life skills.

Types of Services That May Be Funded with Vocational Education Set-Aside Funds for Handicapped Persons

The following list provides some examples of the types of services that may be funded under the Vocational Education Amendments of 1968 (Kay, Kemp, & Saunders, 1973). This list is not exhaustive and other services may be added.

- Advisory/coordinating committees—required to help formulate programs, to act as liaison between school and community, and to support legislation. Allowable costs include:
  - Formation and servicing of the Advisory Committee for the Handicapped.
  - Formation of and participation in state and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members who attend meetings.
- Survey/evaluations—conducted by staff members or under contract, including:
  - Identification of handicapped population and the geographical areas in which it is concentrated.
  - Assessment of effectiveness of methods, materials, equipment, and techniques used in providing vocational education programs for handicapped persons.
  - Identification of other agencies, organizations, or individuals concerned with the handicapped and the extent to which they provide vocational education.
- Recruitment/promotional activities—designed to reach handicapped persons and potential employers and to develop community participation and support, including:
  - Advertising through newspapers, television, and radio.
  - Announcements through posters, flyers, brochures, and other visual media.
  - Speaking engagements with community groups, including local chapters of social welfare organizations.
- Identification of handicapped—needed to identify and classify specific problems of individual students, including:
  - Counseling services for students and/or their families (pay for time over regular duties can be provided).
  - Preparation of diagnostic and evaluation tools.
  - Education testing to determine academic level, interest, and abilities.
  - Vocational or work evaluation.
- Staff development—required to prepare teachers to work with handicapped students, including:
  - Teacher training programs (both preservice and inservice).

Travel costs and salaries of faculty members who attend seminars, conferences, workshops, and special institutes.

- Modifications of schedules—needed to provide additional time for faculty to assist students identified as handicapped. Additional faculty time and related expenses may be required when any of the following situations exist:
  - Extension of school day, week, or year.
  - Addition of another semester.
  - Instruction on an individual basis.
  - Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress.
- Modifications of curriculums—required to enable individual students to continue in regular vocational education program by helping them compensate for their handicaps, including:
  - Allocation of additional time to develop skill.
  - Specially designed workbooks or textbooks.
  - Analysis of tasks within occupations to identify possible modification in instruction, equipment, or methods.
- Development of curriculums—required to provide students with a specially designed program to suit their individual needs, including:
  - Research, experimental, and demonstration projects.
  - Contracts with consultants, specialists, or teachers.
  - Salaries of teaching staff and curriculum specialists.
  - Individualized learning packages.
  - Orientation programs to develop social skills and attitudes and consumer education.
  - Orientation programs to observe various occupations.
  - Special supplies and instructional materials.
- Modification of equipment:
  - For the visually handicapped:
    - Instruction in Braille.
    - Large-print materials.
    - Signals keyed to hearing rather than to sight.
    - Special safety devices, such as guardrails around moving parts of a machine.
  - For the deaf and hard of hearing:
    - Printed rather than verbal instructions.
    - Signals keyed to sight rather than to hearing.
    - Sound-amplification devices.
  - For the orthopedically handicapped:
    - Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls.
    - Special desks and work tables for students in wheelchairs.
    - Ramps for students who cannot use stairs.
  - For the mentally retarded:
    - Simplified equipment.
    - Simplified instruction guides and manuals.

For those with cardiac and other physical impairments:
Additional facilities for restrooms.
Handrails in washrooms and in corridors.

- Supplemental educational services[1]—designed to assist students in regular or special vocational programs, including:
  Psychological services to test, diagnose, and evaluate emotional and mental problems.
  Guidance and counseling services, including referral and followup services.
  Job placement services, including job finding and employment followup.
  Tutorial services.
  Transportation services in addition to those provided regular students.
  Family counseling services related to the vocational program of the student.
  Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, and guide services for the physically handicapped.
- Facilities—required for reaching and teaching handicapped students, including:
  Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units.
  Rental of nonpublic space to serve as classrooms in locations more accessible to students.
  Contracts with private nonprofit schools that can provide programs and services not available in public schools.
- Cooperation with business community—required to enlist support for goals of vocational education for handicapped individuals through job offers, teacher training, and upgrading of skills. The following costs are allowable:
  Additional staff to coordinate, supervise, and guide work experience or work study programs.
  Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills.

POLICY AREA 901

Fiscal Accountability

Each local educational agency administering vocational education for handicapped students should establish a fiscal accountability system that allows for and indicates cost-effective decisionmaking for educational programing. This system should, at a minimum, meet the following criteria:

- It should be consistent with state and local requirements and acceptable accounting procedures.

[1]Some of these supplemental services are available for handicapped persons through other public agencies. Those sources should be used whenever possible.

- Requirements for record keeping should be kept to a minimum so that the educational costs of handicapped students can be tracked effectively.
- The personnel responsible for decisionmaking and management of expenditures for vocational education of handicapped students should be specified.
- Expenditures for vocational education of handicapped students should be kept separate from other vocational education expenditures.
- Fiscal decisions should be based on written individualized education programs (IEPs) for handicapped students to ensure that services specified in IEPs are provided.

POLICY DEVELOPMENT GUIDELINES

The local educational agency should become knowledgeable about the state's requirements for record keeping regarding funding for handicapped students for purposes of reporting to the state. While specific requirements may vary from state to state, general requirements call for data concerning types of services provided, personnel involved, students served by type of handicapping condition, and costs of providing these services and personnel.

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Work Evaluation Systems

The following list of work evaluation systems was developed from information gathered during the conduct of this project and may not be complete. These systems have not been evaluated by CEC and no endorsement is implied.

COATS (Comprehensive Occupational Assessment and Training System). PREP, Inc., 1575 Parkway Avenue, Trenton, NJ 60607. The COATS work samples assess the individual's interest, performance capability, and general behavior relative to various job situations. The work samples, derived from job analysis of occupations within the USOE career clusters, approximate actual job environments

and simulate a complete range of work activities (i.e., physical movements, performance standards, etc.).

JEVS WORK SAMPLES. Jewish Employment and Vocational Service, 1913 Walnut Street, Philadelphia, PA 10103. JEVS work samples contain activities in a simulated work setting that measure skills that make up the major part of actual jobs. The samples are in order of increasing complexity, and the results are interpreted by "Worker Trait Groups" found in the *Dictionary of Occupational Titles*. The traits include such things as handling, sorting, filing, and drafting.

MACDONALD VOCATIONAL CAPACITY SCALE. MacDonald Training Center Foundation, Research Division, 4424 Tampa Bay Blvd., Tampa, FL 33614. The MacDonald Vocational Capacity Scale (VCS) is a measuring device consisting of eight separate tests administered in an evaluation setting during a 2 week period. The main purpose of the VCS is to predict the vocational potential of retarded young adults. The eight factors tested are work habits, physical capacity, social maturity, general health, manual skills, arithmetic achievement, motivation, and the ability to follow instructions.

MOVE (Multidimensional Objective Vocational Evaluation). Hester Evaluation System, Edward J. Hester, Ph.D., Business and Industrial Resources Specialists, 120 South Ashland Blvd., Chicago, IL 60607. The MOVE is a computerized method of measuring vocational abilities. The evaluation system of 32 tests uses a person's scores along with additional personal characteristics to determine how that individual's abilities relate to the jobs listed in the *Dictionary of Occupational Titles*.

MCCARRON-DIAL WORK EVALUATION SYSTEM. Dr. Lawrence McCarron, Department of Psychology, Indiana State University, Terre Haute, IN 47809. The purpose of the McCarron-Dial system is to determine the correct placement for mentally retarded individuals in programs ranging from day care to more responsible positions in the community.

MICRO-TOWER. ICD Rehabilitation and Research Center, 340 East 24th Street, New York, NY 10010. The Micro-Tower system of vocational evaluation contains 13 work samples that measure aptitudes required for a range of unskilled and semiskilled jobs. Perceptual motor skills used in graphic illustration, mail sorting, and filing are tested. Motor skills necessary for electronic connector assembly, bottle capping, or packing, and such perceptual skills as blueprint reading, zip coding, and record checking can be evaluated. Numerical and verbal skills used in computing payrolls, making change, taking messages, and understanding want ads are measured. In addition, Micro-Tower uses group discussions, audiovisual presentations of occupational information, and behavioral and attitudinal scales for very comprehensive evaluations. Micro-Tower was designed for use with disadvantaged and disabled children and adults.

SINGER VOCATIONAL EVALUATION SYSTEM. Singer Education Division, 3750 Monroe Avenue, Rochester, NY 14603. The Singer system is a work oriented screening device designed to help students make sound vocational choices. The student uses typical tools to do representative tasks related to jobs in a number of areas such as basic tools, bench assembly, masonry, and cooking.

TALENT ASSESSMENT PROGRAM. MDC Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, WI 54751. This system is composed of 11 tests that measure characteristics of work in industrial, technical, and service occupations (e.g., instructional and mechanical visualization and discrimination of objects by size, color, and touch; dexterity without tools; memory for structural details; and ability to visualize complex structural assembly).

TOWER (Testing, Orientation, and Work Evaluation in Rehabilitation). ICD Rehabilitation and Research Center, 340 East 24th Street, New York, NY 10010. The Tower system is a battery of 110 work sample tests designed to measure skill, dexterity, aptitude, and potential to work in 14 broad occupational families (e.g., welding, lettering, machine shop, mail clerk, and workshop assembly).

VALPAR COMPONENT WORK SAMPLE. Valpar Corporation, 2701 East Thomas Road-Unit B. Phoenix, AZ 85016. These work samples measure traits related to success in occupations across a number of job families. The system is keyed to the worker trait arrangements data in the *Dictionary of Occupational Titles*. The 12 work samples cover such things as upper extremity range of motion, eye-hand-foot coordination, size discrimination, and simulated assembly.

WREST (Wide Range Employment Sample Test). Guidance Associates of Delaware, Inc., 1526 Gilpin Avenue, Wilmington, DE 19806. The WREST contains 10 work samples for use with mentally retarded persons. The samples are representative of such sheltered workshop activities as stapling, collating, and color and shade matching.